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JOB SATISFACTION AMONG NURSE EDUCATORS IN ALBERTA

by

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "Job Satisfaction Among Nurse Educators in Alberta," submitted by Louise M.G. Davis in partial fulfillment of the requirements for the degree of Master of Education.

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ABSTRACT

This study examined job satisfaction among nurse educators in 11 Alberta schools of nursing. In particular, nurse educators were asked their opinions of:

1. the items which are most important to job satisfaction as nurse educators,
2. their current levels of satisfaction with the same items in the context of their present jobs, and
3. their levels of overall job satisfaction.

Two forms of a questionnaire were developed. Form A investigated "Importance" while Form B examined "Level of Satisfaction" with 57 various job characteristics. A total of 258 questionnaires were distributed randomly to two groups with each nurse educator receiving either Form A or Form B. The rate of return was 69.8%. Chi square analyses of the two sample groups indicated that no significant differences existed between them on the basis of the demographic variables being examined.

Results indicated that items ranked highest in importance were: (1) The Feeling that my work is important, (2) Opportunities for professional and personal growth, (3) Opportunity to plan and organize my own work responsibilities, (4) Freedom to choose my own instructional methods, and (5) The extent to which I am kept informed about decisions and events that affect my work.

The items ranked lowest in importance were: (57) Social opportunities and contacts at work, (56) Opportunities to engage in research, (55) Institutional location of school (54) Type of program, and (53) The community in which my work is located.

The items ranked highest in satisfaction were: (1) Relationships with students, (2) Freedom to choose my own instructional methods, (3) Relationship with colleagues. (4) Opportunity to plan and organize my own work responsibilities, and (5) Respect of students.

The items ranked lowest in satisfaction were: (57) Opportunities to engage in research, (56) Supervision and evaluation of faculty members, (55) Course preparation time, (54) Opportunities for promotion, and (53) Ability of dean (director, chairman) to provide educational leadership.

The level of overall job satisfaction recorded indicated that Alberta nurse educators were little more than "Somewhat Satisfied" in their current jobs. Nurse educators with one year in their present positions were more satisfied than colleagues with 5 years or more in current jobs; sessional employees were more satisfied than permanent employees; and college nurse educators were more satisfied than nurse educators in hospitals.

The relationship between satisfaction with items and overall job satisfaction was examined through Pearson product-moment correlations and a stepwise multiple regression analysis.

Factor analysis generated eight Importance and seven Satisfaction factors.

Volunteered responses about the job facets most important and contributing most to job satisfaction were the same, namely: "Working with students," "Challenge and professional growth," and "Autonomy." "Social contacts," Compensation and benefits," and "Setting and physical facilities" were judged least important. Facets contributing most to job dissatisfaction were "Lack of time/heavy workload," "Lack of effective school leadership," and "Job insecurity."

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CHAPTER 1

STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS

INTRODUCTION

Work is a necessary and dominant part of the existence of most people. Some drift into occupations in the process of accepting responsibility for themselves and their dependents. Others have the opportunity to plan and prepare through apprenticeship and education for roles to which they are attracted for various reasons. However, happiness in one's work is not guaranteed by thoughtful design and intention. Many of the most satisfied and contented workers are persons who have accepted their work roles without conscious, life-long commitment. What is it that leads to job satisfaction or dissatisfaction? Many researchers have examined attitudes toward jobs, and towards specific aspects of the work and the work environment in looking for the answer.

Definitions of the term have not served as an adequate conceptual base for testing (probably because of their subjective nature), and some researchers have expressed the view that existing theories are not integrated enough, or operational enough to yield useful knowledge when tested empirically (Locke, 1969; Neumann, 1973; Williamson, 1973; Stember et al., 1978).

Hoy and Miskel (1978:120) define job satisfaction by referring to the works of Hoppock, Vroom and Smith:

> Hoppock defines job satisfaction as any combination of psychological, physiological, and environmental circumstances that cause a person to say, "I am satisfied with my job.". . . . Vroom defines job satisfaction as the affective orientations of individuals towards work roles that they are presently occupying. Similarly, Smith asserts that the concept refers to an affective response of the worker to his job. She elaborates this definition with the view that satisfaction results when a worker's on-the-job experience relates to his own values and needs.

According to these definitions job satisfaction is a subjective emotional response. Smith attempts to operationalize the definition by relating it to the individual's perception of the congruence between his own values and needs and the realities of the work situation.

Locke (1969:316) also refers to the subjective origins of job satisfaction and its relationship to the individual's value system and his appraisal processes:

> Job satisfaction is the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values.

According to Locke (1969:309), the understanding of the causes of job satisfaction has not progressed very far beyond the conflicting views of those who claim that the determinants lie in the job itself (intrinsic view), in the worker's mind (subjective view), or in the interaction between the worker and his environment (interactionist view). He claims that the source of confusion in job satisfaction research arises from the tendency among investigators to accept functional relationships of "correlation without explanation" rather than searching for the actual causes of job satisfaction. In Locke's opinion these could be more readily determined if reference were made to the nature and attributes of the persons, processess, and end states being studied before attempting to measure them and assume relationships between them.

Despite the difficulties in arriving at a parsimonious theory which is generally accepted, intense interest in the topic has stimulated considerable research. One of the reasons for this is the conventional wisdom that assumes job satisfaction to be somehow related to stability in staffing and worker productivity. Another reason is the belief that once it is known what factors in a work situation lead to satisfaction for a specific type of individual worker, the work environment and recruitment practices can be manipulated to provide for a better fit between employee and position. Finally, in a society which regards human values as important, job satisfaction is a desirable end in itself.

Job satisfaction among nurse educators has been studied to some extent in American universities (Grandjean et al., 1976, Plawecki and Plawecki, 1976; Seyfried et al., 1977; Marriner and Craigie, 1977), but related research in Alberta is limited to studies among teachers and administrators (Wickstrom, 1973; Holdaway, 1978; Rice, 1978). These Alberta studies are of interest to nurse educators who encounter dual roles as nurses and as educators. There has been no examination of the attitudes of Alberta nurse educators towards their jobs. The anticipated advantages which prompt a person to embark on a career blending the occupational competences of nursing and teaching, the rewards which keep her there, and the frustrations which limit her fulfillment and professional effectiveness in the work situation have not been verified. This study provided some empirical knowledge about the working lives of this group of professional workers.

THE PROBLEM

This study identified the factors which are associated with satisfaction levels among nurse educators employed in all 11 schools of nursing in Alberta.

Statement of Problem 1

What items are perceived by nurse educators to be most important to job satisfaction?

Sub-problem 1.1. To what extent are differences in nurse educators' perceptions of the items which are most important to job satisfaction associated with the following personal, professional, and organizational variables:

1. highest level of education,
2. amount of teaching experience in nursing education,
3. amount of nursing experience other than in teaching,
4. number of years in present position,
5. type of present employment,
6. full or part-time employment,
7. areas of major responsibility,
8. type of program,
9. number of students in program,
10. number of full-time and part-time faculty in program,
11. type of institution,
12. age, and
13. sex?

Statement of Problem 2

How do nurse educators rate their current level of satisfaction with the items under consideration?

Sub-problems 2.1. To what extent are differences in nurse educator ratings and their current level of satisfaction with the items under consideration associated with personal, professional and organizational variables?

Statement of Problem 3

How do nurse educators rate their overall levels of satisfaction within the jobs they now hold?

Sub-problem 3.1. To what extent are differences in nurse educator ratings of their overall levels of satisfaction in the jobs they now hold associated with personal, professional and organizational variables?

Sub-problem 3.2. What is the relationship between overall levels of satisfaction among nurse educators and their current level of satisfaction with the items under consideration?

Sub-problem 3.3. What factors are perceived by nurse educators to be important to job satisfaction?

Sub-problem 3.4. What factors are perceived by nurse educators to contribute to satisfaction in their current jobs?

Sub-problem 3.5. Which facets of the job are personally selected in free responses by nurse educators as being most important to their job satisfaction as nurse educators?

Sub-problem 3.6. Which facets of the job are personally selected in free responses by nurse educators as being least important to their job satisfaction as nurse eductors?

Sub-problem 3.7. Which facets of the job are personally selected in free responses by nurse educators as contributing most to their overall satisfaction with their present jobs?

Sub-problem 3.8. Which facets of the job are personally selected in free responses by nurse educators as contributing most to their overall dissatisfaction with their present jobs?

Justification of the Study

The Position Statement on Baccalaureate Education for Nurses put forward by the Alberta Association of Registered Nurses in September, 1979 will have important implications for staffing in Alberta schools of nursing. This position states that:

> The Alberta Association of Registered Nurses supports the goal of the baccalaureate degree (basic and/or post R.N.) as the minimum educational preparation for professional nursing and further, that by the year 2000, the baccalaureate degree in nursing be the minimum requirement for entry into the nursing profession of the Province of Alberta.

Without going into the very complex social, political, and professional tensions involved in the A.A.R.N. position, it seems clear that any manpower planning which fails to give it priority will not be effective in maintaining instructional quality. The pressures on staff to upgrade their qualifications, and to make program modifications during the coming years will also be considerable.

Recruitment and retention of competent faculty is always a concern, but under these changing circumstances, the scarcity of nurse educators with master's or doctoral degrees in Alberta[1] has made it more imperative for school administrators and senior faculty personnel to learn what factors attract qualified nurse educators to positions, lead to job satisfaction, and influence them to remain with the institution. Knowledge of these factors can be employed in planning educational programs and in establishing personnel and management policies within the institution.

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[1] Alberta Association of Registered Nurses statistics for 1979 show that there were 82 nurses out of 15,013 actively registered nurses in Alberta who possessed a master's degree or higher qualification.

Nurse educators also have an interest in learning to what extent their own perceptions and sensitiviies are shared by peers and colleagues. It is hoped that this study will be a valuable resource against which they can check their own understandings of the work situation.

Although there is literature on job satisfaction among industrial workers, nurses, and teachers, this study focuses on a particular occupational group in Alberta, and makes use of a questionnaire developed for this specific purpose.

DEFINITION OF TERMS

Job Satisfaction

Vroom's (1964:99) definition of job satisfaction as the "affective orientations on the part of individuals toward work roles which they are presently occupying" was adopted for the study. Locke's (1969:316) definition of job satisfaction as a "pleasurable emotional state" is similar but more positively and qualitatively expressed. Both refer to the individual's subjective emotional experience in response to his work situation.

Job Dissatisfaction

Vroom (1964:199) states that "negative attitudes toward the job are equivalent to job dissatisfaction." In Locke's (1969:316) formulation, job dissatisfaction is an unpleasurable emotional state resulting from the assessment of one's job as frustrating what one wants from a job. In this study job dissatisfaction is defined as an individual's negative emotional experience in response to his work situation.

Overall Job Satisfaction

In this study overall job satisfaction refers to the respondent's expressed general level of satisfaction with his present position.

Importance

In this study importance was defined as the value which the respondent assigns to a particular item described as a characteristic of the job situation. Locke (1969:330) points out that importance may vary as a function of the total amount of value already possessed, and is a relative judgement based upon the values assigned to other characteristics of the job.

Item

The definitions of item, factor and facet have been suggested by Rice (1978) and have been used in this study to avoid confusion in the narrative.

An item is defined as a characteristic of the job situation of nurse educators that is listed on the questionnaire used in the study.

These items were suggested by the literature, by nurse educators working in the field, and by experts such as deans, chairpersons, and directors of schools of nursing.

Factor

A factor is a cluster of aspects of the job situation derived by Factor Analysis of the research instrument.

Facet

A facet is an aspect of the work situation personally identified by the respondents in free responses on the questionnaire.

Intrinsic Factors

Intrinsic factors are those related to tasks and to the doing of a job which indicate to an individual that he is successful in his performance, and has the possibility of professional growth (Herzberg, 1959:113).

Extrinsic Factors

Extrinsic factors are those which are not associated with the job itself, but with conditions that surround the doing of a job, or the job context (Herzberg, 1959:113).

Nurse Educators

Nurse educators are defined as professional nurses who teach in a professional nursing education program in a hospital, college, or university. Although most nurse educators possess a baccalaureate degree, there are those who are highly experienced in clinical areas, or who possess a certificate or a diploma rather than a degree. A professional nurse is one who is eligible for registration with her professional association. In Alberta the professional licencing body is the Alberta Association of Registered Nurses.

ORGANIZATION OF THE THESIS

This chapter contained an introductory statement describing the research area and the difficulties which have been encountered in studies on job satisfaction. It also presented statements of problems and sub-problems researched, the justification for the study, and the definition of terms used in the study.

A review of related literature including an overview of relevant theories, as well as studies of job satisfaction among nurse educators, nurses, and teachers is provided in Chapter 2.

Chapter 3 contains the development of the research instrument, sampling and data collection procedures, statistical analysis, and assumptions, limitations, and delimitations of the study.

A profile of the responses and a comparison between the two samples used in the study is presented in Chapter 4.

Chapters 5 and 6 contain a description of the research findings with some discussion of their relevance in the context of nursing education in Alberta.

Conclusions, a summary of findings, and implications of the thesis are contained in Chapter 7.

CHAPTER 2

THEORETICAL BACKGROUND AND REVIEW OF LITERATURE

In this chapter a survey of the theories relevant to job satisfaction is followed by a review of the literature which has a bearing on the questions under investigation in this study. The literature review includes general research on job satisfaction, as well as research among nurse educators, clinical nurses and other health workers, Alberta teachers and principals.

THEORETICAL BACKGROUND

The theoretical background of this study is organized according to the theorists whose work is applicable to the investigation of job satisfaction. Motivation theory, although not strictly germane to the subject, has been included because it provides a starting point from which suppositions are often formulated. The assumption is made on hedonistic grounds, that conditions which result in increased motivation or effort on the part of the worker also contribute to his personal gratification.

Need Theories

Maslow. One of the first theorists whose work is relevant to studies of job satisfaction is Maslow. His theory of human motivation serves as a benchmark for subsequent work relating human needs to organizational structure. Maslow (1970:27-41) identified five basic need levels: self-actualization, esteem, belonging, safety and security, and physiological. These needs are related to each other in a hierarchy of prepotency with physiological needs being the lowest and self-actualizing needs the highest level on the scale. As lower level needs are satisfied, the needs on higher levels are activated and dominate consciousness. Needs that are satisfied cease to be motivating and may be under-evaluated. However, through deprivation, they are again activated and become important. Maslow does not apply his theory rigidly. He makes room for individual differences in the order of prepotency at the three levels. He also maintains that individuals are usually partially satisfied and partially unsatisfied in needs at all levels so that it is unnecessary to satiate needs at one level to activate needs at a higher level. The main value of the heirarchy is in identifying relative levels of satisfaction. The degree of satisfaction tends to decrease as one moves up the hierarchy. According to Maslow most people in our society have lower level needs met, so that satisfaction of esteem and self-actualizing needs is more problematic in the organizational context.

Porter. Porter (Porter, 1961:1-10 in Hoy and Miskel, 1978:100) includes autonomy needs between "esteem" and self-actualization" in Maslow's hierarchy because his work indicated that factors such as authority, independence of thought and action, and participation are in a distinct category quite separate from other "esteem" needs. He also believes that rather than five categories, Maslow's needs separate into two broadly distinct levels. Physiological and security needs would be the lower level with all higher level needs in the second group (Porter, 1975:43 in Holdaway, 1978:7).

Alderfer. Alderfer (1969:142-0175) collapses Maslow's five hierarchical levels into three in what has become known as the existence-relatedness-growth theory of motivation (ERG theory) for the three separate levels. Unlike Maslow, he believes that needs may become prepotent through frustration of higher level needs as well as through satisfaction of those at a lower level. Another difference between Alderfer and Maslow is the former's assertion that more than one need may be operative at one time. Finally, Alderfer (1969:152; 1974:523) makes it clear that in persons who desire higher order need satisfaction, opportunities for growth have the effect of expanding the need rather than satisfying it.

Murray. Another theory which is based on the concept of human needs is Murray's manifest needs theory (Steers and Porter, 1979:33-37). This theory, like Maslow's, arose from clinical observation rather than empirical research. Murray identifies 13 needs or hypothetical constructs representing learned behaviors which can be manifest or latent depending upon environmental circumstances. The list of needs includes those for achievement, affiliation, aggression, and autonomy which are often in conflict, as are the other needs. No hierarchical relationship is suggested between the various needs, and because they are learned behaviors, each individual may vary in the strength and direction of the needs both felt and expressed. Furthermore, it would seem that because the needs are the result of learned behaviors, the list could be expanded to encompass a wide diversity of human predispositions.

Two Factor Theory

Herzberg. The two factor theory was developed by Herzberg, Mausner, and Synderman (1959:113-119) after extensive study of professional engineers and accountants employed by industry. Using an *a posteriori* approach, categories of analysis were extracted from the material obtained from a critical incidents interview methodology. Based on their findings they posit that the presence of certain "intrinsic" factors such as achievement, recognition, the work itself, responsibility, and advancement act to increase job satisfaction but that their absence does not give rise to dissatisfaction. The presence of "extrinsic" factors such as salary, interpersonal relations, status, company policy, working conditions, personal life, and job security does not lead to job satisfaction but their absence produces job dissatisfaction. The intrinsic factors are called "motivators," the extrinsic, "hygienes." Job satisfaction and job dissatisfaction are therefore not on one continuum but two. They are not opposites but separate dimensions of work orientation. Herzberg et al., (1959:114) make this clear in the following:

> Man tends to actualize himself in every area of his life, and his job is one of the most important areas. The conditions that surround the doing of the job cannot give him this basic satisfaction; they do not have this potentiality. It is only from the performance of a task that the individual can get the rewards that will reinforce his aspirations....Factors in the job context meet the needs of the individual for avoiding unpleasant situations.

Hoy and Miskel. Hoy and Miskel (1978:108-109) modified Herzberg's theory by inclusion of a third or "ambient" factor which encompasses salary, growth possibility, risk opportunity, relationships with superordinates, and status. According to Hoy and Miskel, these "ambient" factors have been shown by research to contribute with equal frequency to job satisfaction and dissatisfaction. In this reformulation motivators contribute more to satisfaction than dissatisfaction, hygienes contribute more to dissatisfaction than satisfaction, and ambients contribute to both. The effects of all these factors are not as mutually exclusive as in Herzberg's original theory.

Personality and Organization Theory

Argyris. Argyris' (1960:227-228) theory of "actualization in complex organizations" is also relevant to job satisfaction. He believes that as human beings mature from infancy to adulthood they tend to develop from a state of passivity to a state of increasing activity; from a state of dependence to relative independence; from being capable in a few ways to being capable in many ways; from a subordinate position in society to an equal or superordinate position. Most human problems in organizations arise because relatively "adult" or "healthy" people are treated as though they were infants and forced to become dependent and submissive, using very few of their "adult" capabilities. The formal organizational structure, directive leadership, and managerial control are blamed for the situation.

As a result of the incongruency between the needs of the individual and the requirements of the formal organization, the individual experiences frustration, feelings of psychological failure, short time perspective, and conflict. In an extensive review of job satisfaction literature Argyris (1973) found substantial evidence to support his theory and its implications.

Hackman and Lawler. Hackman and Lawler (1972:274) developed a conceptual framework to examine the characteristics of jobs which would enhance the intrinsic motivation of workers who desired higher order need satisfaction. Four "core dimensions" used to describe motivating jobs were "variety," "autonomy," "task identity," and "feedback." Hackman and Lawler found that the four specific satisfaction items most strongly related to these core dimensions were (in descending order):

1. The opportunity for independent thought and actions;
2. The feeling of worthwhile accomplishments;
3. The opportunity for personal growth and development; and,
4. The self-esteem and self-respect a person derives from being on the job.

The four items least strongly related to the core dimensions of a motivating job were (in ascending order);

1. Pay;
2. Opportunity to develop close friendships at work;
3. Opportunity for promotion; and,
4. The amount of respect and fair treatment I receive from my boss.

Hackman and Lawler apparently support Argyris' view that mature, independent, and capable workers attain satisfaction in work only when specific working conditions challenge their abilities and provide intrinsic motivation.

Expectancy Theory

Vroom. The expectancy theory of motivation usually attributed to Vroom (1964:14-19) states that work is not an end in itself but a means to a goal or personal satisfaction. This theory consists of four essential constructs: Expectancy, Valence, Instrumentality and Force.

An Expectancy is defined as "a momentary belief concerning the likelihood that a particular act will be followed by a particular outcome" (Vroom, 1964:17). Valence refers to "affective orientations toward particular outcomes" (Vroom, 1964:15), and Instrumentality is the belief that a given performance is essential for attaining a given reward (Vroom, 1964:16). Expectancy is an action-outcome association indicating that a behavior will be followed by an outcome, while Instrumentality is an outcome-outcome association in which the first outcome is believed to be necessary for the second.

Valences and Expectancies combine to determine choices. Force is the directional concept used by Vroom to describe the energy or power in the behavior which results when the strength of the Expectancy and the Valence of the outcome are combined.

The underlying assumption is made that choices are lawfully related to psychological events which accompany behavior. For this reason Vroom refers to his theory as a "cognitive" model. Simply stated Vroom's theory is that motivation depends upon the relative strength of Forces which are the product of Valence, Expectancy and Instrumentality.

In applying this theory to job satisfaction Vroom (1970:100-102) asserts that people compare the level of reward they receive as a result of their occupancy of a work role with what they expected to receive. Satisfaction occurs when the actual reward equals or exceeds expectations and is desired by the individual. However, if the reward is less than expected, or if the person is indifferent to or experiences aversion to the outcome, dissatisfaction results.

Inequity Theory

The inequity theory of job satisfaction seems similar to expectancy theory except that, as Vroom (170:101) observes, the differences "concern the nature of the standard of comparison, its predicted determinants and the predicted discrepancies between the standard and the attained level."

Adams. Adams (1963:424) outlines the concept of inequity in the following way:

> Inequity exists for Person whenever his perceived job inputs and/or outcomes stand psychologically in an adverse relation to what he perceives are the inputs and/or outcomes of Other.

In this explanation "Person" is an individual for whom equity or inequity exists. "Other" is any person or group used by "Person" as a referent in making social comparisons of inputs and outcomes. "Other" may even be "Person" in another job. Perceptions of inputs and outcomes do not necessarily correspond with reality or logic. An individual may resolve small amounts of inequity cognitively by distorting reality or by changing referents to someone more equitable. If this is not successful or if inequity increases, it may be necessary to relieve the tension by increasing or decreasing inputs or outcomes, or by leaving the job.

Value-Percept Discrepancy Model

Locke. Locke (1969) developed his theory to account for the differences in perception and values among individuals, and the complex appraisal process through which they arrive at a judgment regarding the discrepancy between what they want from their jobs and what they perceive them as offering. Locke's (1969:314) view is that "the causes of job satisfaction are not in the job nor solely in the man but lie in the relationship between them."

Locke (1969:315) builds his theory on a concept of "values" which he defines as "that which one acts to gain or keep," or more specifically, what one regards as advantageous to one's welfare. Values are not regarded as intrinsic, subjective, or independent of their effects on man, but are based on the relationship between man and the facts of reality. Even so, they are often irrational. Values also differ in their level of abstraction, are hierarchical, and are dynamic in that they are subject to change as goals change (Locke, 1969:333).

Appraisal consists of making value judgments in a process of private psychological measurement. Emotions are the psychosmatic products of value judgments (Locke, 1969:314). Therefore, in the value-percept-discrepancy model, job satisfaction or dissatisfaction is the emotional response to the value judgment made by an individual of the discrepancy between what he perceives and what he values in his job.

Summary

This brief review of the theory related to job satisfaction indicates that although general agreement on the determinants of job satisfaction does not exist, the theories have been redefined, elaborated to include more variables, and made more operational as research in the field of motivation and job satisfaction has progresed. However, we are still confronted with the problem of describing and measuring a complex human experience.

REVIEW OF RELATED LITERATURE

Issues in Job Satisfaction

Many researchers have speculated on the effect of job satisfaction on the worker and the organization. Does satisfaction with the job increase a worker's performance level, encourage his continued membership in an organization or facilitate mental health?

Performance. Although motivation theories give direction and focus to studies of job satisfaction, the two should not be confused. Vroom's (1965:32-33) caution in this regard is well taken:

> ...satisfaction with a job should not be confused with motivation for effective performance in that job. The conditions which produce a high level of satisfaction are not necessarily the same as those which result in the expenditure of a high level of energy in job performance....Likert (1961) has suggested...that performance is the cause rather than the result of satisfaction.

Herzberg, et al. (1959:87) found that in two-thirds of the cases reported in their study an effect on performance occurred in the expected direction. Improved performance was related to positive job attitudes and a decrease in performance was related to negative job attitudes. As there was a greater tendency for individuals to report improved performance as a result of positive job attitudes it was speculated that the effects of negative attitudes were less often admitted. A similar relationship between satisfaction and performance was reported by Hackman and Lawler (1971) who found that workers who had high motivation and high job satisfaction were rated by supervisors as doing high quality work.

Brayfield and Crockett (1955) studied the effect of employee attitudes on performance and concluded that satisfaction with the job is only slightly related to performance, if at all. Individuals with high job satisfaction may be merely complacent, inclined to resist and subvert changes in the work environment intended to improve productivity. On the other hand, individuals who are highly motivated and productive may be very dissatisfied because of what they perceive as deficiencies within the organization.

It seems clear that although high productivity and high job satisfaction often occur together, other combinations of the satisfaction and productivity variables are just as frequent. The relationship is not that of lawful cause and effect.

Organizational Stability. Job satisfaction is, however, a much better predictor of movement towards or away from jobs. In a study by Ross and Zander (1957) to determine to what degree satisfaction of the needs for affiliation, achievement, autonomy, recognition, and fair evaluation affected the cohesiveness of an industrial organzation, it was found that those who resigned were significantly less satisfied with all these variables. The researchers concluded that workers whose personal needs are satisfied are more likely to remain in the organization.

In a study to determine the factors related to retention or loss of novice army nurses, Nicholas (1971) discovered a significant difference between "stayers" and "leavers" in the satisfaction expressed with 30 selected items in the working and living situation in the army. The nurses who stayed in the army were more satisfied.

Herzberg et al. (1959:88) reported the same findings. About half the dissatisfied workers in their study either resigned or thought about leaving and took steps in that direction. In the opinion of Herzberg et al. (1959:90): "a company may expect the degree of loyalty it gets from its employees to vary with the degree of satisfaction."

Mental Health. Several researchers have been concerned about the relationship of job satisfaction to the mental health of workers. The work of Argyris (1960; 1973) is typical in demonstrating this interest. His research has shown that the more an organization frustrates the development of adult capacities in the individual, the more he is forced to meet his needs in a regressive and infantile way through dependent or aggressive modes of behavior. Similarly, Kornhauser (1965:85) has found evidence which links the job satisfaction of workers to mental health. Jobs in which workers are more satisfied are conducive to better mental health, while workers who are dissatisified have poorer average mental health scores.

Herzberg's et al. (1959:90-91) study showed that although mental health effects were of the short-lived psychosomatic kind rather than disorders associated with mental illness, the workers invariably ascribed their difficulties to job tensions. Research about the relationship between mental health and job satisfaction supports the common sense belief that it is better for the emotional well-being of a person to experience pleasure in his work than unhappiness.

Research Among Nurse Educators

Plawecki and Plawecki (1976) identified factors which were associated with attraction and retention of 92 qualified nurse educators for professional nursing educator programs in institutions of higher education in Iowa. They found that "the work itself" was the most important factor in attracting them to and holding them in an institution. "Recognition" was least important in attracting them, and "salary" was least important in retention. The researchers concluded that Herzberg's "intrinsic" factors had an increased importance in retention.

Grandjean et al (1976) studied the tensions which arise when professionals who strive for autonomy and independence are confronted with hierarchical patterns of authority which persist in university nursing faculties despite the expectation that they should be moving towards more collegial ideals. The researchers found that "opportunity to be a good teacher," "opportunity to keep clinical knowledge current," "opportunity to work with supportive colleagues," and "a non-directive dean" were judged the most important aspects of an ideal position. However, there was a generally low level of satisfaction with most of these important items.

An interesting finding was that "tenure" generated severe dissatisfaction among respondents with either 4-7 years teaching or clinical experience, or 3-5 years membership on their current faculties. Grandjean et al. (1976:220) believed this could be because standards for tenure include doctoral degrees and published research, and only seven percent of nurses who taught in universities at the time of the study held doctoral degrees. Furthermore, staff in schools of nursing who have a commitment to providing professional services for clients as well as teaching tend to find little time for research.

Grandjean et al. (1976:221) concluded that the "central significance of faculty autonomy and participation in administrative decisions was clearly demonstrated." This supports Argyris' (1960) contention that mature professional workers desire to be independent, active, and to use their deeper abilities in order to develop feelings of satisfaction in their work.

A study by Marriner and Craigie (1977) on job satisfaction and mobility among nursing educators in thirteen states showed that nursing educators ranked intrinsic factors such as responsibility, achievement, academic freedom and autonomy as more important than extrinsic factors such as the faculty club. They tended to be more satisied with the school's reputation and less satisfied with promotion policies and class size. An open organizational climate was positively correlated with satisfaction and a closed climate with dissatisfaction. The more generally satisfied a person was the more likely she was to remain in the situation. The converse was also true. Apparently, young junior faculty members were often planning to leave first positions because of dissatisfaction.

Marriner and Craigie found that educators tended to be dissatisfied with what they felt was important and satisfied with what they did not feel was important. The author reflected that "it may be that people regard as important only those aspects of their job which are so annoyingly unsatisfactory that they cannot be ignored" (Marriner and Craigie, 1977:359). They also speculated that in applying Maslow's theory to studies of job satisfaction it would seem logical that unmet needs would be judged to have more importance than needs that are met because they would precede others in human consciousness.

Seyfried et al. (1977) identified several factors which influence nurse educators to accept a position and compared these findings to those in an identical study in 1969. The following factors were found to be of greatest importance for recruitment in both instances:

1. Opportunities to use their own knowledge and skills in the area of their choice;

2. Opportunities for continued education through formal courses;
3. Nature of teaching load and assignment;
4. Available clinical facilities for student learning experiences; and,
5. Curriculum of the program.

All of these factors are related to the faculty members' professional careers.

Of minimal or no influence were: future opportunities for promotion, continuous employment benefits, living environment and social opportunities, and opportunities to engage in research.

Research Among Clinical Nurses and Other Health Personnel

A study by Stember et al. (1978) measured job satisfaction in a complex community health organization composed of both professional and non-professional workers. They found that professional nursing groups were more satisfied than non-professional clerical workers, billing clerks, and clinic aides. This finding receives support in Vroom's (1965:50) contention that:

> ...managers tend to be more satisfied with their jobs than do the typical members of the labor force. In fact, the only group which exceeds managers in average amount of job satisfication are members of the professions.

There were also differences among worker groups. For example, "Job Mechanics" ranked second in satisfaction for clinic aides, fifth for special program personnel, and tenth for field nurses. Employees with more years of total experience were more satisfied with "Job Importance," "Influence," and "Achievement." The only factor which rated high in satisfaction for all employees was "Job Importance."

A survey was conducted by Godfrey (1978) through the Nursing '78 periodical to examine the satisfaction or dissatisfaction of nurses about their profession and their work situation. Although the study was limited to that select international group who read and answer questionnaires in professional journals, the findings are interesting. For example, Godfrey (1978c:65) concluded that a satisfied nurse is one who:

1. works with adequate staffing,
2. spends a lot of time in direct patient care,
3. has interesting, challenging work,
4. has the authority to do the work the way it should be done,
5. rates team spirit among co-workers as high,
6. has a supervisor she trusts,
7. gets recognition and feedback on her work,
8. enjoys a supportive nursing administration,
9. gets a response to her suggestions and complaints,
10. has a hospital administration she trusts, and
11. has a feeling of accomplishment at the end of the day.

Nurses in Emergency Departments, administrators, and teachers were more likely than staff nurses to be satisfied; Canadian nurses were more likely than average to be very satisfied and less likely to be very dissatisfied (Godfrey, 1978b:19). As education of the nurses increased, so did criticism of the profession and working conditions: 92% of diploma and associate degree nurses were satisfied compared with 50% of those with a Ph.D. (Godfrey, 1978a:15). Some of these results, although informally obtained, bear a resemblance to the findings of Hackman and Lawler (1971), Vroom (1965), Argyris (1960) and Herzberg (1959).

An investigation of the relationship between the bureaucratic role orientation of the hospital nurse and her job satisfaction conducted by Williamson in 1973, showed that nurse job satisfaction was high regardless of her bureaucratic role orientation, and the congruency of role orientation between herself and the director of nursing service. Although there were varying levels of role orientation, congruency, and role deprivation, none of these appeared to be significant in the job satisfaction of the nurse.

A three-year research project which investigated the concept of occupational satisfaction as applied to various health professions was reported by Stamp et al. (1978). A questionnaire was developed which measured the relative importance of various components of the job through paired comparisons, as well as the respondent's current level of satisfaction with these same components. All groups, physicians, nurses, and support staff in an ambulatory care setting in two hospitals ranked autonomy in their jobs as the most important contribution to job satisfaction. Physicians were the group most satisfied generally, and most satisfied specifically with autonomy and task requirements. All groups were least satisfied with pay but salary was more important to the support group than to doctors or nurses. For every group except physicians those components with which health professionals were most satisfied were job status, interaction with others, and autonomy.

Neumann (1973) studied the underlying structure of job satisfaction among nursing service personnel in a research project designed to clarify the relationship between levels of satisfaction with various aspects of the job and their relative importance to the respondents. The levels of satisfaction with major job dimensions within factors generated by factor analysis were mixed and inconsistent, and there appeared to be no meaningful relationship between scores on "Satisfaction" and "Importance" measures. The research concluded that job satisfaction among nursing service personnel is a more complex area of study than previously recognized.

Research Among Teachers and School Principals

Herzberg's two factor theory of job satisfaction was tested by Wickstrom (1973) for its applicability to education, but it was found that there was no clear distinction between motivators or satisfiers and hygienes or dissatisfiers among the teachers studied. All factors exhibited a bi-polar nature. Wickstrom suggested that the "questionnaire" research method may differ too much from "recall" interviewing techniques to replicate the Herzberg results. He also suggested that caution be exercised in applying findings from one setting to another because of differences in the nature of the work and the worker in different settings and groups.

In the majority of cases where teachers were satisfied, the sense of achievement, the work itself, good interpersonal relations with students, and responsibility were the four top-ranking satisfiers. Dissatisfiers were lack of achievement, poor school policy and administration, unfavourable working conditions, and adverse affects of the job on personal life. Salary and advancement were the least important factors.

Holdaway (1978) also studied Herzberg's two factor theory in research to determine the relationship between overall and facet satisfaction of teachers in Alberta. Variables relating to "the work itself" were found to have the highest positive correlations with overall satisfaction levels, while the most commonly mentioned free response contributing to overall satisfaction (70%) was "working with students." The free responses identifying sources of overall dissatisfaction were more diffuse. Differences also existed between age and sex of teachers as well as between those working at elementary, junior high, and senior high levels. Holdaway concluded that generally his study provided support for Herzberg's theory but only "in the sense that the theory relates to overall satisfaction, rather than to motivation" (1978:45).

The purpose of a study by Rice (1978) was to investigate job satisfaction among Alberta school principals. He found that Herzberg's motivators contributed more to principal job satisfaction, while hygienes were more responsible for job dissatisfaction. However, relationships with teachers acted as a satisfier rather than a dissatisfier. Generally speaking, although higher level needs were less often met than lower level needs, Alberta principals were moderately satisfied with their jobs. The sources of overall job satisfaction were relationships with teachers, responsibility, autonomy, and a feeling of accomplishment. Administrative policies, routine work, work load, societal attitudes, and parental attitudes towards schools were cited by principals as sources of dissatisfaction. Satisfaction with their work increased with age, but some of the most dissatisfied principals were older persons who had less than average experience in their jobs.

Conceptual Framework for the Study

The insights of theorists and researchers in the field of job satisfaction have guided particular aspects of the methodology. For example, following Cronbach (1958), the decision was made to measure "Importance" and "Job Satisfaction" separately because in other studies (Grandjean et al. 1976; Marriner and Craigie, 1977) they appear to be artifactually related when they are considered together.

The structure of the questonnaire was suggested by Holdaway (1971, 1978) and Stember et al. (1978). Items used in the questionnaire reflect the diversity of factors which were found to be relevant to job satisfaction in previous studies.

Although it is apparent from recent research and theory on job satisfaction that the characteristics of the worker are an important consideration in job satisfaction this study focuses on characteristics of the work and the work environment. An examination of the interrelationships among individual workers, aspects of the work environment, and the work itself would require a much more extensive study.

Summary

This overview of the theories of motivation and job satisfaction, and of the literature related to job satisfaction among nurse educators, health personnel, teachers, and principals, shows that the subject has been discussed and examined from many different points of view.

The factors which cause satisfaction are elusive, involved as they are in complex interrelationships among variables which define the worker and the work environment. Research methodology has also contributed a fair amount of conjecture about the nature of job satisfaction, its determinants and consequences.

CHAPTER 3

RESEARCH DESIGN

The research methodology in the study is discussed in this chapter in terms of the development of the research instrument, pilot testing, data collection procedures, the analysis of the data, and the limitations, delimitations, and assumptions of the design.

RESEARCH INSTRUMENT

Choice of Instrumentation

The study involved the completion of a questionnaire by as many as possible of the nurse educators employed in the university, college, and hospital schools of nursing in Alberta in the spring of 1980.

Herzberg et al. (1959:5-6) examined the methods which have been used by researchers to investigate job satisfaction. In the first method, which was used by Hoppock in his benchmark work in 1935, the worker is asked to express his job satisfaction by answering questions that investigate his overall attitudes towards the job. The main advantage of this approach is that job satisfaction of workers differing in age, sex, social class, and other demographic variables can be compared.

In the second approach workers are asked to evaluate their feelings about specific components of the job by completing scaled inventories which measured job attitudes and morale. The Job Description Index (J.D.I.) developed by Smith, Kendall and Hulin is an example of this type of instrumentation (Hoy and Miskel, 1978:121).

The third approach uses no specific measure of morale or satisfaction but the investigator observes the workers and infers attitudes, feelings, and motives. A famous example of the use of this technique is in the Hawthorne study (Hoy and Miskel, 1978:7-11).

Most of the recent research in job satisfaction has made use of the second research method, a scaled inventory or questionnaire completed by the respondent (Williamson, 1973; Neumann, 1973; Wickstrom, 1973; Plawecki and Plawecki, 1976; Grandjean et al., 1976; Seyfried et al., 1977; Marriner and Craigie, 1977; Stember et al., 1978; Stamps et al., 1978; Holdaway, 1978; Rice, 1978).

Questionnaires are less costly and time consuming than interviews or direct observation when the sample is large or distributed over a wide geographic area. They also offer the best opportunity for complete respondent anonymity. This is important when questions are of a personal or sensitive nature. Furthermore, because the researcher is not present during completion of a mailed questionnaire, the possibility of researcher bias is eliminated (Polit and Hungler, 1978:351-352). However, as Kerlinger (1964:397) has noted, the mailed questionnaire also has serious disadvantages, two of which are the low rate of response and the inability of the researcher to check the responses given. The questionnaire method was selected for this study because of the advantages. However, efforts were made to impress the respondents with the importance of returning the completed questionnaires to maximize the return rate, and the research instrument was refined to minimize misunderstanding.

Instrumentation

Two separate aspects of the work situation of nurse educators were investigated in this study: the "Importance" of various job characteristics to overall satisfaction, and present "Level of Satisfaction" with these same characteristics in the context of the job the respondent is holding. Cronbach (1958:354) refers to this type of study as "dyadic", or one in which "the score representing the distance or similarity between two perceptions of the same persons..." is compared. Cronbach (1958:358-359) asserts that a difficulty arises in interpretation of these studies unless the simple main effects associated with the perceiver or the object of perception have been given separate consideration:

> Scores...derived from the same instrument are not mathemetically independent. Where errors of measurement affecting one element influence the other also, significance tests are spurious and correlations are artifactually raised or lowered....The goal in experimental design is to make the various observations experimentally independent.

For this reason and because of the length of the questionnaire, two forms were developed by the researcher: "Form A" and "Form B". Each had the following sections:

Section A asked for personal and professional data such as level of education, years of teaching experience, years of nursing experience other than in teaching, type of present employment, areas of major responsibility, age, and sex, as well as information about the location, program, and size of the school of nursing in which the respondent was employed.

Section B provided a list of 57 items grouped under eight headings: Qualities of the School, The Work Itself, Working Conditions, Compensation and Benefits, Administration/Leadership/Communication, Autonomy and Influence, Achievement/Status/Recognition, and Social-Personal Factors.

In Form A the respondent was asked to assess and rate each item for its "Importance" to job satisfaction on a Likert-type scale. The scale response categories were: "No Importance," "Little Importance," "Some Importance," "High Importance," and "Very High Importance."

In Form B the respondent was asked to rate his/her current level of satisfaction with each of the same items in the context of the job (he/she) currently held. The Likert-type scale response categories on Form B were: "Neutral," "Very Dissatisfied," "Somewhat Dissatisfied," "Somewhat Satisfied," "Very Satisfied," and "Not Applicable." The respondent was instructed to use the "Neutral" column if he/she was neither satisfied nor dissatisfied, and the "Not Applicable" column if the factor did not exist in his/her institution or did not apply because of the type of employment held.

Section C asked each respondent to summarize how he/she felt about his/her current job by rating his/her general level of job satisfaction as "Very Dissatisfied," "Somewhat Dissatisfied," "Somewhat Satisfied," or "Very Satisfied." In addition each respondent completing Form A was asked to volunteer the one factor which was most important to job satisfaction, and the one which was least important to his/her job satisfaction as a nurse educator.

Form B respondents were asked to volunteer one factor which contributed most and one which contributed least to job satisfaction in their current jobs.

Space was left for additional comments.

Validity of the Instrument

Items to be measured in the questionnaires were generated from the literature and from colleagues presently or recently employed as nurse educators in hospital, university, and college schools.

The 62 separate items generated in this fashion were classified and labelled according to the following procedures. First, the researcher sorted and grouped items according to their commonalities. Secondly, five nurse educators working together, were asked to sort and classify the same items without prompting from the researcher. In this way nine separate classifications were identified and the 62 items grouped accordingly.

The first drafts of the questionnaires were sent to six experts for review. These included three members of the staff of the Department of Educational Administration: Dr. D.A. MacKay, Dr. Abram G. Konrad, and Dr. Brian J. Caldwell. Other reviewers were nurse educators in administrative positions: Dr. Amy Zelmer, Dean, Faculty of Nursing, University of Alberta, A. Judith Prowse, Chairman, Health Sciences Department, Grant MacEwan Community College, and Heather Andrews, Assistant Director - Nursing Education, Royal Alexandra Hospital School of Nursing.

Reviewers were asked for their comments on the completeness of the list of items, the clarity of the wording, and the suitability of the questionnaire format. They were also asked to estimate the time required for completion.

The questionnaires were then revised. Items were reduced from 62 to 60, categories from 9 to 8, and wording simplified and clarified where appropriate. A "neutral" column was added to the "Level of Satisfaction" scale in Form B in a median position.

The revised drafts were then sent to 18 recently retired nurse educators chosen so that the population for the study would not be decreased. Some of the pilot study respondents had resigned as nurse educators to devote more time to family responsibilities, some were between appointments or on educational leave, and some had left the field for new responsibilities in nursing. An equal number of Form A and Form B questionnaires were distributed randomly to this group. Each respondent was asked to complete the questionnaire and comment on the format, the instructions, the item list, and the clarity of the language used. Seventeen of 18 questionnaires were completed and returned.

After a thorough examination of these completed questionnaires, a third and final draft of each instrument was developed. The list of items was reduced from 60 to 57 and the "neutral" column in the "Level of Satisfaction" scale on Form B was placed outside the attitude columns in the manner suggested by Holdaway (1971). The language was again clarified, and the format of both questionnaires was improved.

This process helped ensure face and content validity. That is, that the instrument measured what it was proported to measure, and that the items were representative of the universe of job characteristics relevant to job satisfaction.

Construct validity was attempted to some extent by following theoretical constructs in selecting items for the questionnaire and in the methodoloigy of the study.

Predictive and concurrent validity was not addressed.

DATA COLLECTION PROCEDURES

On March 19, 1980, a letter was sent to Dr. Joanne Scholdra, Chairman, Consortium of Senior Nurse Educators[1], introducing the researcher and the study, and requesting the support of this body in distributing the questionnaires to nurse educators on the faculties of all Alberta schools of nursing. On April 23, the Consortium agreed to support the study and suggested the researcher contact each member individually. This was done by telephone and by letter. An effort was made to obtain a list of the names of faculty members to facilitate randomization of each form. Where this was not possible (in two schools) the researcher was told how many nurse educators were employed by the school.

Between May 16 and May 21, 1980, 258 questionnaires were sent to nurse educators in all 11 Alberta schools of nursing. An almost equal number of Form A (130) and Form B (128) questionnaires were distributed in each shool using a table of random numbers.

A covering letter explained the purposes and methodology of the study and requested the cooperation of the directors, deans, and chairmen in distributing the questionnaires to faculty members. A letter accompanying each questionnaire explained the purpose of the study and asked each respondent to return the completed questionnaire in the addressed, stamped envelope provided (Appendix A). In this way returns were anonymous as to institution and individual. In one instance questionnaires were returned as a package and the institution identified. However, these were added to other completed questionnaires without identification.

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[1] Members of the C.O.S.N.E. are the Directors, Deans, and Chairmen of all 11 schools of nursing in Alberta.

Between May 28 and June 9, letters were sent to all nurse educators thanking them for their assistance, and reminding them to return the completed questionnaire if they had not already done so.

Of the 258 questionnaires sent out, 90 Form A "Importance," and 91 Form B "Level of Satisfaction" questionnaires, a total of 181 or 70.1% were returned by June 20, 1980. One return, a Form A, was so incomplete as to be unusable. Usable returns were 69.8% of those questionnaires distributed.

Table 1 summarizes information related to the distribution and return of questionnaires.

TREATMENT OF THE DATA

As the questionnaires were devised to facilitate key punching the raw data were transferred directly from the questionnaires to computer data cards. The Statistical Package for the Social Sciences (SPSS) was used for analysis of the data as follows:

1. Recoding of the "Level of Satisfaction" scale on Form B so that Neutral equals 3, Somewhat Satisfied equals 4, Very Satisfied 5 and Not Applicable equals 0.
2. Frequency distribution of demographic data, and frequency distribution and means of ratings of all responses for each item in both classifications: "Importance" and "Levels of Satisfaction."

Table 1

Distribution and Return of Questionnaires

School of Nursing	Questionnaires			
	Distribution		Return	
	Form A	Form B	Form A	Form B
Hospital Schools				
Royal Alexandra Hospital	16	16		
Miscericordia Hospital	7	8		
University of Alberta Hospital	21	22		
Foothills Hospital	11	13		
Total	55	59	47	48
				83.3% return
Colleges				
Lethbridge Community College	3	3		
Medicine Hat College	4	3		
Mount Royal College	14	14		
Red Deer College	9	9		
Grant MacEwan Community College	15	12		
Total	45	41	28	31
				68.6% return
Universities				
University of Alberta, Edmonton	22	21		
University of Calgary	8	7		
Total	30	28	14	12
				44.8% return
Total	130	128	89	91
	258			180 69.8% return

3. Crosstabulation of ten demographic variables with variables indicating whether respondent was employed in a hospital school, college, or university for both questionnaire groups: "Importance" and "Level of Satisfaction."
4. Regrouping and collapsing of data on demographic variables where frequencies were too low to make useful comparisons. Despite revisions based on expert review and pilot testing of the instrument, it became obvious after examination of the responses that errors had been made in interpreting questions about the numbers of students and faculty members in the programs. Also, the sex of the respondents became irrelevant when only one was male. Therefore, these demographic variables were omitted from the analysis.
5. Crosstabulation and chi square tests for each of the demographic variables in the two questionnaire groups (Form A and Form B) to determine if there were any significant differences in the sample groups.
6. Rank order of the items in both scales.
7. Pearson Product Moment coefficients to provide a measure of the degree of relationship between mean scores on the "Overall Satisfaction" scale and mean ratings for individual items on the "Level of Satisfaction" scale.
8. Stepwise multiple regression analysis to determine which questionnaire items explain the greatest amount of variance in overall satisfaction levels on the "Level of Satisfaction" questionnaires.

9. The *t* test and one-way analysis of variance in examining differences in mean ratings for "Importance" and "Level of Satisfaction" among the different classifications of respondents.
10. Factor analysis to determine if some job satisfaction items clustered as far as ratings of "Importance" and "Levels of Satisfaction" were concerned.
11. Open ended responses were summarized and classified.

DELIMITATIONS, ASSUMPTIONS, AND LIMITATIONS

Delimitations

The study was delimited in the following ways:

1. The survey was restricted to schools of nursing in Alberta.
2. Information was sought from nurse educators employed on faculties of schools of nursing only. The study did not include directors, deans, or chairmen of nursing programs. Nurse educators employed in a consultatative capacity, or studying full time at a university and not currently employed by a school of nursing were not included.
3. The study was concerned with current levels of satisfaction.
4. The questionnaire was restricted to a limited number of items for which the respondents were asked to provide ratings of importance and levels of satisfaction.

Assumptions

1. It was assumed that the factors listed in the questionnaire represented a complete catalogue of aspects of the job situation for nurse educators employed in schools of nursing in Alberta.
2. It was assumed that the respondents interpreted the questionnaire in the manner intended.
3. It was assumed that respondents were prepared to reflect their true feelings about the importance of the items to job satisfaction and their current levels of satisfaction.
4. No formal procedures were used to establish the reliability of the questionnaire instrument. As Gorden (1975:6) observes, reliability refers to "the probability than an observation if repeated at a different time by the same person, or at the same time by another competent observer, will give the same result." In this study, the review procedures and the pilot study described above facilitated the refinement of the instrument. A degree of reliability was ensured when different persons interpreted questions in the same way. Amendments were made where ambiguities were revealed.

Limitations

1. The findings should be applied only to the population being studied, nurse educators in Alberta. No inferences should be made to other nurse educator populations.

2. The use of a questionnaire in the design of the survey was a major limitation because it relies on recognition rather than recall of factors in the work situation. It also imposes limitations upon the expression of ideas by the respondents.
3. The validity of the study was limited to face and content validity. Construct validity was partially addressed, while concurrent and predictive validity were not considered.

SUMMARY

This study used two forms of a survey research questionnaire to gather data from as many nurse educators as possible in 11 Alberta schools of nursing about the importance of 57 items to their personal job satisfaction, and their current levels of satisfaction with these same items in the context of their present jobs.

Questionnaires were randomly distributed to nurse educators currently employed in Alberta, with each receiving either Form A "Importance" or Form B "Level of Satisfaction." Data were analyzed to provide frequency distributions, means, correlation, coefficients, _t_ tests, analysis of variance, multiple regression analysis, and factor analysis using the programs in the Statistical Package for the Science Sciences (SPSS).

CHAPTER 4

PROFILE OF RESPONDENTS

This chapter describes the characteristics of the respondents in both Groups A and B separated according to their employment in a hospital, college, or university school of nursing. It also compares Groups A and B by personal, professional, and organizational variables to determine whether or not there are any significant differences in the samples.

Group A respondents completed the Form A questionnaire on "Importance" of items to personal job satisfaction, while those respondents who completed the "Level of Satisfaction" or Form B questionnaire were Group B. The designations "Group A" and "Group B" will be used to refer to these samples in the study narrative.

CHARACTERISTICS OF RESPONDENTS IN GROUPS A AND B ACCORDING TO THEIR PLACE OF EMPLOYMENT

Alberta nurse educators are employed in hospitals, colleges, and in university schools of nursing. Table 2 describes the characteristics of both samples arranged according to place of employment. The following comments focus on the modal response in the various categories.

Group A had 89 respondents, 47 or 53% of whom were employed by hospital schools, 28 or 32% by colleges, and 14 or 16% by universities. Group B had 91 respondents, 48 or 53% employed by hospital schools, 31 or 34% by colleges, and 12 or 13% by universities. This reflects the fact

Table 2

Characteristics of Respondents in Group A and and B[1] According to Their Place of Employment

[1] Group A respondents completed the "Importance" questionnaire (Form A). Group B respondents completed the "Level of Satisfaction" questionnaire (Form B)

[2] Data prior to regrouping and collapsing of categories.

[2]Characteristics	Hospital				College				University			
	Group A N=47(53%)		Group B N=48(53%)		Group A N=28(32%)		Group B N=31(34%)		Group A N=14(16%)		Group B N=12(13%)	
	f	%	f	%	f	%	f	%	f	%	f	%
Highest Level of education												
R.N. diploma	3	7	2	4	0	0	0	0	0	0	0	0
R.N. plus diploma or certificate	4	9	2	4	0	0	3	10	1	7	0	0
Baccalaureate	34	75	44	92	24	86	25	80	2	14	3	25
Masters	3	7	0	0	3	11	3	10	9	65	7	58
Ph.D.	0	0	0	0	0	0	0	0	2	14	2	17
Other	1	2	0	0	1	3	0	0	0	0	0	0
Amount of teaching experience in nursing education												
1 year	6	13	10	21	3	11	3	10	1	7	1	8
2 - 5 years	23	51	26	54	8	28	7	23	3	21	4	33
6 - 9 years	9	20	10	21	7	25	11	35	4	29	2	17
Over 9 years	7	16	2	4	10	36	10	32	6	43	5	42
Amount of nursing experience other than in teaching												
1 year	3	6	18	37	5	18	7	23	4	29	5	42
2 - 4 years	18	38	22	46	12	43	11	35	7	50	4	33
5 - 7 years	16	34	7	15	5	18	10	32	0	0	2	17
8 - 10 years	4	9	1	2	4	14	2	7	2	14	0	0
Over 10 years	6	13	0	0	2	7	1	3	1	7	1	8
Number of years in present position												
1 year	12	26	18	37	5	18	7	23	4	29	5	42
2 - 4 years	25	53	22	46	12	43	11	36	7	50	4	33
5 - 7 years	7	15	7	15	5	18	10	32	0	0	2	17
8 - 10 years	1	2	1	2	4	14	2	6	2	14	0	0
Over 10 years	2	4	0	0	2	7	1	3	1	7	1	8
Type of present employment												
Sessional	2	4	3	6	10	36	13	42	1	7	1	8
Permanent	39	83	40	84	14	50	10	32	7	50	5	42
Yearly contract	4	9	3	6	4	14	5	16	2	14	1	8
Joint appointment	1	2	0	0	0	0	0	0	1	7	2	17
Other	1	2	2	4	0	0	3	10	3	22	3	25

Table 2 (continued)

[2]Characteristics	Hospital				College				University			
	Group A N=47(53%)		Group B N=48(53%)		Group A N=28(32%)		Group B N=31(34%)		Group A N=14(16%)		Group B N=12(13%)	
	f	%	f	%	f	%	f	%	f	%	f	%
Employment												
Full-time	39	83	41	85	18	64	18	58	13	93	12	100
Part-time	8	17	7	15	10	36	13	42	1	7	0	0
Areas of major responsibility												
Classroom	0	0	0	0	0	0	0	0	2	14	4	34
Clinical	8	17	7	15	6	22	13	42	0	0	0	0
Classroom and clinical	35	75	35	73	18	64	13	42	4	29	6	50
Administration	0	0	1	2	0	0	1	3	1	7	0	0
Teaching and administration	2	4	3	6	4	14	3	10	7	50	1	8
Other	2	4	2	4	0	0	1	3	0	0	1	8
Type of program in which respondent has major responsibility												
R.N.	47	100	48	100	25	89	28	90	2	14	0	0
Post R.N. baccalaureate	0	0	0	0	0	0	0	0	4	29	2	17
Generic baccalaureate	0	0	0	0	0	0	0	0	3	22	6	50
Certificate	0	0	0	0	3	11	1	3	2	14	0	0
Masters	0	0	0	0	0	0	0	0	3	21	3	25
Other	0	0	0	0	0	0	2	7	0	0	1	8
Age nearest birthday												
Under 25	1	2	1	2	0	0	0	0	0	0	0	0
25 - 29	8	17	18	38	2	7	4	13	0	0	2	16
30 - 34	17	36	12	25	11	39	8	26	3	21	0	0
35 - 39	10	21	10	21	7	25	15	48	5	36	5	42
40 - 44	8	17	4	8	5	18	1	3	2	15	3	25
45 - 49	3	7	3	6	2	7	0	0	1	7	0	0
50 and over	0	0	0	0	1	4	3	10	3	21	2	17
Sex												
Male	0	0	0	0	0	0	1	3	0	0	0	0
Female	47	100	48	100	28	100	30	97	14	100	12	100

that more nurse educators are employed by hospitals than either colleges or universities.

Highest Level of Education

A large majority, approximately 84% of hospital and college nurse educators in both sample groups possessed a baccalaureate degree, while approximately 77% of the respondents from university schools had master's qualifications or higher.

Amount of Teaching Experience in Nursing Education

Approximately 50% of the hospital school respondents had 2 to 5 years experience as nurse educators. The experience of college nurse educators appears to be more evenly distributed in the 2 to 5, 6 to 9, and over 9 year categories. Approximately 42% of university nurse educators in both samples reported over 9 years of teaching experience.

Amount of Nursing Experience Other Than in Teaching

The majority of hospital and college respondents, approximately 40%, reported 2 to 4 years of nursing experience. University nurse educators in Group A had an equal proportion, 36%, in both the 5 to 7 years and over 10 years categories, while 50% of the Group B university respondents reported 2 to 4 years of nursing experience other than in teaching. Apparently, the decision to teach rather than practice nursing is made early in the Alberta nurse educator's career.

Number of Years in Present Position

The majority, approximately 73%, of the nurse educators in hospitals, colleges, and universities reported 4 years or less in their present positions.

Type of Present Employment

The majority of respondents had permanent employment. However, a relatively large proportion, about 39% of the college school respondents were employed on a sessional basis.

Full-Time or Part-Time Employment

Approximately 84% of hospital school respondents reported that they had full-time employment. This proportion rose to 92% and 100% for Groups A and B respectively in the university schools. Approximately 40% of the college nurse educators were employed on a part-time basis.

Areas of Major Responsibility

Most of the nurse educators in hospital and college schools, approximately 84% were employed in classroom and/or clinical instruction. However, 50% of Group A university respondents were employed in teaching and administration and 50% of those in Group B had classroom and clinical responsibilities.

Type of Program

All of the hospital school respondents and approximately 90% of those in colleges taught in diploma programs. Approximately 58% of the university nurse educators were employed in baccalaureate programs, either in the post-RN or generic baccalaureate streams. Approximately 23% of the university respondents taught in graduate programs at the master's level.

Age

Approximately 36% of the Group A hospital school respondents were between 30 and 34 years of age, and 38% in group B were between 25 and 29. A majority of Group A college nurse educators, 39% were between 30 and 34, while 48% of those in Group B were 35 to 39 years of age. Approximately 39% of the university respondents were also between 35 and 39 years of age. Generally, respondents from hospital schools were younger than those in colleges or universities, and college nurse educators were younger than educators in universities.

Sex

Nursing is an overwhelmingly female profession. This explains why all but one of the respondents in this study was female.

COMPARISONS OF GROUP A AND GROUP B SAMPLES

The 89 respondents in the Group A sample who completed the "Importance" questionnaire were statistically compared with the 91 Group respondents who completed the "Level of Satisfaction" questionnaire to determine if significant differences existed between the sample groups. Prior to analysis the data were collapsed where distribution frequencies were too low to make useful comparisons, and logical nominal categories were developed where appropriate.

The samples were then compared on the basis of (1) highest level of education, (2) amount of teaching experience in nursing education, (3) amount of nursing experience other than in teaching, (4) number of years in present position, (5) type of present employment, (6) full or part-time employment, (7) areas of major responsibility, (8) type of program, (9) type of institution, and (10) age. These results are reported in Appendix B.

An examination of the chi square analysis for each pair of demographic variables revealed that no significant differences existed between Group A and Group B samples at the 0.05 level of probability.

The chi square test is a nonparametric statistic used to compare two sets of frequencies: those observed in collected data and those which would be expected to occur by chance (Polit and Hungler, 1978:559). It is also used to test for differences between two groups with known distributions. Sample frequencies falling within specific categories are contrasted with those which might be expected in another real distribution if there were no relationship between the variables. If a marked difference exists between the frequencies falling in each category then the chi square test will yield a numerical value large enough to be interpreted as significant. (Popham and Sirotnik, 1973:274). The null hypothesis that there is no difference between the two distributions is rejected and variables in the two groups are independent. In other words the samples are not related to one another and are not randomly drawn from the same population.

In the chi square analyses between Group A and Group B in this study the null hypotheses were not rejected. Therefore, variables in the two groups were not independent. The samples were drawn randomly from the same population and findings from each sample can be generalized to the Alberta nurse educator population.

SUMMARY

The samples used in this study consisted of 89 nurse educators in Group A who completed the "Form A" or "Importance" questionnaire, and 91 nurse educators in Group B who completed the "Level of Satisfaction" or Form B questionnaire.

Characteristics of the respondents from both groups were separated according to their employment in a hospital, college, or university school of nursing. Approximately half of the respondents worked in hospital schools, and 90% of all respondents possessed a baccalaureate degree or better. University nurse educators had higher educational preparation than those in either hospital or college schools probably because advanced academic qualifications make one more eligible for employment in a university setting. Candidates with advanced preparations are also attracted to an environment where educational goals for students take precedence over the service needs of care-giving institutions.

The majority of hospital nurse educators appeared to be younger and less experienced in teaching than either the college or university nurse educators. Novice nurse educators are more likely to be employed by hospital schools which do not emphasize master's level preparation or teaching experience.

Generally speaking, Alberta nurse educators are a mobile group. The majority, approximately 73%, occupied their positions for 4 years or less. They are typically employed in full-time positions in the classroom and/or in the clinical area.

As would be expected, all of the hospital nurse educators, and most of the college respondents taught in diploma programs, while most of the university nurse educators taught in baccalaureate and master's level programs.

Because nursing is a dominantly female profession, only one of the respondents was male.

Chi square analyses on ten personal, professional, and organizational variables indicated that no significant differences existed between sample Groups A and B. Therefore, the two groups were not independent and reflect a random sampling from the same population. The findings of this study, whether they arise in Group A or Group B can be generalized to Alberta nurse educators.

CHAPTER 5

IMPORTANCE AND LEVELS OF SATISFACTION

This chapter contains the analyses of the distribution of responses of 89 nurse educators in Group A who recorded their perceptions of the importance of questionnaire items to personal job satisfaction, and 91 nurse educators in Group B who recorded their current level of satisfaction with the same items. This is followed by an analysis of the extent to which differences among the ratings for importance and satisfaction levels were associated with personal, professional, and organizational variables.

The use of t tests and one-way analysis of variance to determine differences is discussed prior to presentation of the findings.

ITEMS PERCEIVED BY NURSE EDUCATORS TO BE MOST IMPORTANT TO JOB SATISFACTION: GROUP A

Problem Statement 1

"What items are perceived by nurse educators to be most important to job satisfaction?"

Table 3 contains a summary of the distribution of responses, means, and rank order of means for each item on the "Importance" scale completed by Group A. The highest score on the scale is 5 representing "Very High Importance" while the lowest is 1 or "No Importance." The middle score is 3 or "Some Importance."

The five items ranked most important to job satisfaction were:

Table 3

Distribution, Means, and Rank Order of Means of Responses: Importance of Items to Personal Job Satisfaction (N = 89)

Scale:
No Importance = 1
Little Importance = 2
Some Importance = 3
High Importance = 4
Very High Importance = 5

Item	Percentage distribution					Mean	Rank Order
Qualities of the School	1	2	3	4	5		
1. The reputation of the school	1	5	35	49	10	3.63	45
2. Institutional location of the school (university, college, hospital)	6	14	45	20	15	3.25	55
3. Type of program (diploma, baccalaureate, certificate)	4	12	48	22	14	3.27	54
4. School philosophy	0	1	16	53	30	4.11	24.5*
5. Curriculum of the program	0	1	5	53	41	4.34	11
6. Student entrance rerequirements	0	10	28	47	15	3.66	43
7. Competency of colleagues	0	2	11	55	32	4.16	23

* Indicates tied ranks.

Table 3 (continued)

Scale:
No Importance = 1
Little Importance = 2
Some Importance = 3
High Importance = 4
Very High Importance = 5

Item	Percentage distribution					Mean	Rank Order
The Work Itself	1	2	3	4	5		
8. Intellectual challenge in the work	1	0	4	48	47	4.40	6
9. Opportunity to work in subject or content area of choice	0	4	15	36	45	4.21	18.5*
10. Opportunities to keep clinical knowledge and skills up to date	1	3	10	43	43	4.23	17
11. Nature of teaching load and assignments	1	1	14	45	39	4.20	20
12. Opportunities to develop teaching expertise	1	1	14	35	49	4.30	12
13. Opportunities to engage in research	7	33	34	18	8	2.88	56
14. Opportunities to exchange knowledge with colleagues	1	5	19	53	22	3.91	34
15. Feedback from students	0	1	12	51	36	4.21	18.5*
16. Opportunities for promotion.	5	18	32	29	16	3.34	52

* Indicates tied ranks.

Table 3 (continued)

Scale:
No Importance = 1
Little Importance = 2
Some Importance = 3
High Importance = 4
Very High Importance = 5

Item	Percentage distribution					Mean	Rank Oroer
Working Conditions	1	2	3	4	5		
17. Physical surroundings at work (office space, classrooms)	1	6	47	36	10	3.48	50
18. Class size	1	3	29	47	20	3.83	37
19. Course preparation time	2	2	18	52	26	3.97	32
20. Resource facilities: library, A.V. aids	2	0	11	60	27	4.09	26
21. Secretarial and clerical services	3	5	30	44	18	3.69	41
22. Clinical facilities available for student learning experiences	0	1	7	45	47	4.38	9
23. Flexibility of working hours within schedule	1	1	15	34	49	4.29	14

Table 3 (continued)

Scale: No Importance = 1
Little Importance = 2
Some Importance = 3
High Importance = 4
Very High Importance = 5

Item	Percentage distribution					Mean	Rank Order
Compensation and Benefits	1	2	3	4	5		
24. Procedures for establishing compensation and benefits: collective bargaining, mutual agreement, etc.	0	10	38	37	15	3.56	47.5*
25. Scheduling of working hours during the school year: vacation, days off, shift	0	3	23	45	29	4.00	29.5*
26. Fringe benefits: pension, health care, etc.	0	12	43	31	14	3.48	51
27. Salary	0	1	24	49	26	4.00	29.5*
28. Job security	0	6	29	37	28	3.88	36
29. Policies for permanent employment	5	10	27	41	17	3.56	46
30. Opportunities for professional and personal growth	0	1	4	34	61	4.54	2

* Indicates tied ranks.

Table 3 (continued)

Scale:
No Importance = 1
Little Importance = 2
Some Importance = 3
High Importance = 4
Very High Importance = 5

Item	Percentage distribution					Mean	Rank Order
Administration, Leadership, Communication	1	2	3	4	5		
31. Opportunities to discuss my work-related concerns with administrators	0	1	21	52	26	4.03	27
32. Administrative regulations and mechanisms which govern school policy	0	1	25	55	19	3.92	33
33. Supervision and evaluation of faculty members	1	4	40	39	16	3.64	44
34. Leadership style of administrators (dean, (director, chairman)	0	4	15	34	47	4.23	16
35. Ability of dean, director or chairman) to provide educational leadership	2	4	22	32	40	4.02	28
36. Equity in faculty workload	0	5	36	33	26	3.82	38
37. Extent to which I am kept informed about decisions and events that affect my work	1	0	8	38	53	4.42	5

Table 3 (continued)

Scale:
No Importance = 1
Little Importance = 2
Some Importance = 3
High Importance = 4
Very High Importance = 5

Item	Percentage distribution					Mean	Rank Order
Autonomy and Influence	1	2	3	4	5		
38. Opportunity to plan and organize my own work responsibilities	0	2	3	37	58	4.49	3
39. Freedom to choose my own instructional methods	1	0	5	41	53	4.46	4
40. Participation in school policy decision making	1	2	13	52	32	4.11	24.5*
41. Opportunities for involvement in committee work	1	9	41	38	11	3.49	49
42. The extent to which my opinions are valued by school leadership	0	0	11	58	31	4.19	21
43. Degree to which I have the professional respect of faculty colleagues	0	0	10	50	40	4.29	13
44. Being told what is expected of me in my position	0	7	25	32	36	3.98	31

* Indicates tied ranks.

Table 3 (continued)

Scale:
No Importance = 1
Little Importance = 2
Some Importance = 3
High Importance = 4
Very High Importance = 5

Item Achievement, Status, Recognition	Percentage distribution 1	2	3	4	5	Mean	Rank Order
45. Recognition of my work by superiors	0	0	37	36	27	3.90	35
46. The feeling that my work is important	0	0	2	41	57	4.55	1
47. Status of my occupation	1	6	45	32	16	3.56	47.5*
48. Respect of professionals in related occupations (doctors, occupational therapists, psychologists, clinical nurses, etc.)	0	3	42	34	21	3.73	40
49. Respect of students	0	0	10	40	50	4.40	7

* Indicates tied ranks.

Table 3 (continued)

Scale: No Importance = 1
Little Importance = 2
Some Importance = 3
High Importance = 4
Very High Importance = 5

Item Social-Personal Factors	Percentage distribution 1	 2	 3	 4	 5	Mean	Rank Order
50. Relationships with administrative superiors	0	0	40	44	16	3.75	39
51. Relationships with students	0	1	11	36	52	4.38	8
52. Relationships with patients (clients)	1	3	18	35	43	4.17	22
53. Relationships with colleagues	1	0	14	40	45	4.28	15
54. Association with professionals in other fields	0	7	34	46	13	3.66	42
55. Effect of job on personal life	1	4	11	27	57	4.36	10
56. The community in which my work is located	5	18	34	30	13	3.30	53
57. Social opportunities and contacts at work	9	30	41	12	8	2.80	57

1. The feeling that my work is important (mean = 4.55);
2. Opportunities for professional and personal growth (mean = 4.54);
3. Opportunity to plan and organize my own work responsibilities (mean = 4.49);
4. Freedom to choose my own instructional methods (mean = 4.46); and,
5. Extent to which I am kept informed about decisions and events that affect my work (mean = 4.42).

Items ranking lowest in importance in the opinions of nurse educators were:

57. Social opportunities and contacts at work (mean = 2.80);
56. Opportunities to engage in research (mean = 2.88);
55. Institutional location of the school (mean = 3.25);
54. Type of program (mean = 3.27); and,
53. The community in which my work is located (mean = 3.30).

"Respect of students" and "Relationship with students" ranked seventh and eighth in importance, respectively, while "Relationships with colleagues" was fifteenth, "Relationships with patients," twenty-second, and "Relationships with administrative superiors" thirty-ninth in importance.

"Salary" was ranked 29.5 in importance with a mean of 4.00 indicating that although it has "High Importance," twenty-eight other items were generally more important to nurse educators.

Of the 57 items listed on the questionnaire, only two were perceived to be of little or no importance. These items, whose means were below 3 on the scale were "Social opportunities and contacts at work" and "Opportunities to engage in research". Thirty items were rated of "High Importance" or "Very High Importance", while 25 were of "Some Importance" to job satisfaction.

Apparently, Alberta nurse educators generally valued intrinsic items such as opportunities for growth and achievement in worthwhile work, autonomy, and responsibility above other work-related items. Being kept informed may have been regarded as an element of professional recognition and respect through which an employee is assisted in the exercise of autonomy and responsibility. Extrinsic items such as social opportunities, the community, the institutional location, and the type of program were much less important.

For the most part, Alberta nurse educators do not appear to be interested in a role in research but this finding should be interpreted cautiously. It may reflect the fact that very few nurses have had an opportunity to experience the intellectual and emotional rewards attendant upon successful involvement in research activity.

Generally, relationships with others are important to Alberta nurse educators. Those with students are valued most, while those with administrative superiors were least important to job satisfaction.

LEVEL OF SATISFACTION WITH ITEMS IN CONTEXT OF PRESENT JOB: GROUP B

Problem Statement 2

"How do nurse educators rate their current level of satisfaction with the items under consideration?"

A summary of the distribution of responses, means, and rank order of means for the "Level of Satisfaction" scale completed by Group B is contained in Table 4. The response categories of the Form B questionnaire have been recoded so that the highest score representing "Very Satisfied" is 5, the lowest "Very Dissatisfied" is 1, and "Neutral" is 3. Responses in the "Not Applicable" column were excluded from the analysis.

The five items with which nurse educators recorded most satisfaction were:

1. Relationships with students (mean = 4.73);
2. Freedom to choose my own instructional methods (mean = 4.55);
3. Relationships with colleagues (mean = 4.52);
4. Opportunities to plan and organize my own work responsibilities (mean = 4.47); and,
5. Respect of students (mean = 4.47).

Items ranking lowest in satisfaction levels were:

57. Opportunities to engage in research (mean = 2.59);
56. Supervision and evaluation of faculty members (mean = 3.04);
55. Course preparation time (mean = 3.06);
54. Opportunities for promotion (mean = 3.07); and,
53. Ability of dean (director or chairman) to provide educational leadership (mean = 3.20).

There were 31 items with means between 3 and 4 indicating that nurse educators generally were "Neutral" to "Somewhat Satisfied" with the items so rated. Among them was "Salary" which obtained a ranking of 41.5. In one case "Opportunities to engage in research," the means indicated that nurse educators were "Somewhat Dissatisfied" to "Neutral". Nurse educators were generally "Somewhat" to "Very Satisfied" with the remaining 25 items. There were no items with which nurse educators generally were "Very Dissatisfied".

Table 4

Distribution, Means, and Rank Order of Means of Responses:
Level of Satisfaction with Items in Context
of Present Job
(N = 91)

Scale:
Very Dissatisfied = 1
Somewhat Dissatisfied = 2
Neutral = 3
Somewhat Satisfied = 4
Very Satisfied = 5

Item	Percentage distribution					Mean	Rank Order
Qualities of the School	1	2	3	4	5		
1. The reputation of the school	0	8	9	33	50	4.26	15
2. Institutional location of the school (university, college, hospital)	3	10	6	17	64	4.29	13.5*
3. Type of program (diploma, baccalaureate, certificate)	1	6	9	22	62	4.39	8
4. School philosophy	1	12	3	30	54	4.23	16
5. Curriculum of the program	3	19	1	50	27	3.78	33.5*
6. Student entrance re-requirements	8	19	6	42	25	3.59	46
7. Competency of colleagues	0	11	2	31	56	4.32	10

* Indicates tied ranks.

Table 4 (continued)

Scale: Very Dissatisfied = 1
Somewhat Dissatisfied = 2
Neutral = 3
Somewhat Satisfied = 4
Very Satisfied = 5

Item	Percentage distribution					Mean	Rank Order
The Work Itself	1	2	3	4	5		
8. Intellectual challenge in the work	2	6	2	25	65	4.45	7
9. Opportunity to work in subject or content area of choice	3	9	0	25	63	4.36	9
10. Opportunities to keep clinical knowledge and skills up to date	8	24	2	30	36	3.63	45
11. Nature of teaching load and assignments	1	23	2	45	29	3.76	39.5*
12. Opportunities to develop teaching expertise	2	25	3	41	29	3.70	43
13. Opportunities to engage in research	22	32	17	23	6	2.59	57
14. Opportunities to exchange knowledge with colleagues	7	18	4	35	36	3.77	36.5*
15. Feedback from students	2	4	1	47	46	4.29	13.5*
16. Opportunities for promotion.	14	23	19	28	16	3.07	54

* Indicates tied ranks.

Table 4 (continued)

Scale:
Very Dissatisfied = 1
Somewhat Dissatisfied = 2
Neutral = 3
Somewhat Satisfied = 4
Very Satisfied = 5

Item	Percentage distribution					Mean	Rank Order
Working Conditions	1	2	3	4	5		
17. Physical surroundings at work (office space, classrooms)	7	27	7	39	20	3.36	49
18. Class size	1	12	3	49	35	4.03	23
19. Course preparation time	17	28	5	31	19	3.06	55
20. Resource facilities: library, A.V. aids	6	12	1	41	40	3.98	26
21. Secretarial and clerical services	3	13	1	39	44	4.06	22
22. Clinical facilities available for student learning experiences	2	23	2	34	39	3.85	28
23. Flexibility of working hours within schedule	1	9	1	35	54	4.31	11

Table 4 (continued)

Scale: Very Dissatisfied = 1
Somewhat Dissatisfied = 2
Neutral = 3
Somewhat Satisfied = 4
Very Satisfied = 5

Item	Percentage distribution					Mean	Rank Order
Compensation and Benefits	1	2	3	4	5		
24. Procedures for establishing compensation and benefits: collective bargaining, mutual agreement, etc.	5	27	7	34	27	3.49	47
25. Scheduling of working hours during the school year: vacation, days off, shift	1	13	3	34	49	4.16	19
26. Fringe benefits: pension, health care, etc.	7	21	6	27	39	3.69	44
27. Salary	2	24	1	43	30	3.74	41.5*
28. Job security	6	13	6	43	32	3.83	30
29. Policies for permanent employment	2	10	18	42	28	3.83	30
30. Opportunities for professional and personal growth	6	19	4	36	35	3.77	36.5*

* Indicates tied ranks.

Table 4 (continued)

Scale:
Very Dissatisfied = 1
Somewhat Dissatisfied = 2
Neutral = 3
Somewhat Satisfied = 4
Very Satisfied = 5

Item	Percentage distribution					Mean	Rank Order
Administration, Leadership, Communication	1	2	3	4	5		
31. Opportunities to discuss my work-related concerns with administrators	8	17	3	36	36	3.77	36.5*
32. Administrative regulations and mechanisms which govern school policy	10	25	9	43	13	3.26	50.5*
33. Supervision and evaluation of faculty members	13	31	7	36	13	3.04	56
34. Leadership style of administrators (dean, (director, chairman)	16	22	9	28	25	3.23	52
35. Ability of dean, director or chairman) to provide educational leadership	15	26	7	28	24	3.20	53
36. Equity in faculty workload	12	24	8	38	18	3.26	50.5*
37. Extent to which I am kept informed about decisions and events that affect my work	10	22	4	41	23	3.45	48

* Indicates tied ranks.

Table 4 (continued)

Scale:
Very Dissatisfied = 1
Somewhat Dissatisfied = 2
Neutral = 3
Somewhat Satisfied = 4
Very Satisfied = 5

Item	Percentage distribution					Mean	Rank Order
Autonomy and Influence	1	2	3	4	5		
38. Opportunity to plan and organize my own work responsibilities	3	3	0	30	64	4.47	4.5*
39. Freedom to choose my own instructional methods	2	5	0	23	70	4.55	2
40. Participation in school policy decision making	7	15	2	45	31	3.78	33.5*
41. Opportunities for involvement in committee work	3	7	5	34	51	4.22	17.5*
42. The extent to which my opinions are valued by school leadership	8	13	6	37	36	3.80	32
43. Degree to which I have the professional respect of faculty colleagues	1	7	7	40	45	4.22	17.5*
44. Being told what is expected of me in my position	6	14	7	44	29	3.77	36.5*

* Indicates tied ranks.

Table 4 (continued)

Scale:
Very Dissatisfied = 1
Somewhat Dissatisfied = 2
Neutral = 3
Somewhat Satisfied = 4
Very Satisfied = 5

Item	Percentage distribution					Mean	Rank Order
Achievement, Status, Recognition	1	2	3	4	5		
45. Recognition of my work by superiors	7	18	5	34	36	3.76	39.5*
46. The feeling that my work is important	2	7	2	37	52	4.30	12
47. Status of my occupation	3	7	3	52	35	4.09	20
48. Respect of professionals in related occupations (doctors, occupational therapists, psychologists, clinical nurses, etc.)	2	9	3	57	29	4.01	25
49. Respect of students	1	3	1	37	58	4.47	4.5*

* Indicates tied ranks.

Table 4 (continued)

Scale: Very Dissatisfied = 1
Somewhat Dissatisfied = 2
Neutral = 3
Somewhat Satisfied = 4
Very Satisfied = 5

Item	Percentage distribution					Mean	Rank Order
Social-Personal Factors	1	2	3	4	5		
50. Relationships with administrative superiors	1	9	8	45	37	4.08	21
51. Relationships with students	0	0	0	27	73	4.73	1
52. Relationships with patients (clients)	1	6	2	26	65	4.46	6
53. Relationships with colleagues	1	1	0	41	57	4.52	3
54. Association with professionals in other fields	3	8	13	51	25	3.86	27
55. Effect of job on personal life	0	24	2	50	24	3.74	41.5*
56. The community in which my work is located	4	14	4	31	47	4.02	24
57. Social opportunities and contacts at work	1	13	17	40	29	3.83	30

* Indicates tied ranks.

Relationships with students and colleagues were a source of much satisfaction to Alberta nurse educators. They also appeared, for the most part, very satisfied with opportunities to work on their own, and although "Opportunities for involvement in committee work," "Extent to which my opinions are valued," and "Participation in school policy decision making" were not among the top ten in the satisfaction rankings, the means indicated that respondents were "Somewhat" to "Very Satisfied" with the items. Opportunities for autonomy and participation in the decision making apparatus of Alberta schools of nursing seemed conducive to harmony in the work setting.

The items with which nurse educators recorded least satisfaction 0 preparation time, research opportunities, supervision, promotion, and educational leadership were all extrinsic to the job itself.

COMPARISON BETWEEN GROUP A "IMPORTANCE" AND GROUP B "LEVEL OF SATISFACTION" RANKINGS

Table 5 contains items which received highest and lowest scores in both Group A "Importance" and Group B "Level of Satisfaction" questionnaires. Ten items were selected from each group: five with the highest, and five with the lowest rankings.

In examining the table, it is clear that three out of five of the items rated most important to job satisfaction received rankings which indicated that nurse educators were, for the most part, satisfied with these characteristics of their jobs. Of particular note is that "Opportunities to plan and organize my own work responsibilities" and

Table 5

Group A "Importance" and Group B "Satisfaction" Scores for 17 Selected Questionnaire Items

1 Scale:			2 Scale:		
No Importance	=	1	Very Dissatisfied	=	1
Little Importance	=	2	Somewhat Dissatisfied	=	2
Some Importance	=	3	Neutral	=	3
High Importance	=	4	Somewhat Satisfied	=	4
Very High Importance	=	5	Very Satisfied	=	5

	Group A Importance		Group B Satisfaction	
Item	Mean[1]	Rank	Mean[2]	Rank
46. The feeling that my work is important	4.55	1	4.30	12
30. Opportunities for professional and personal growth	4.54	2	3.77	36.5*
38. Opportunity to plan and organize my own work responsibilities	4.49	3	4.47	4.5*
39. Freedom to choose my own instructional methods	4.46	4	4.55	2
37. Extent to which I am kept informed about decisions and events that affect my work	4.42	5	3.45	48
51. Relationships with students	4.38	8	4.73	1
53. Relationships with colleagues	4.28	15	4.52	3

* Indicates tied ranks.

Table 5 (continued)

Item	Group A Importance		Group B Satisfaction	
	Mean[1]	Rank	Mean[2]	Rank
49. Respect of students	4.40	7	4.47	4.5*
57. Social opportunities and contacts at work	2.80	57	3.83	30
13. Opportunities to engage in research	2.88	56	2.59	57
2. Institutional location of school	3.25	55	4.29	13.5*
3. Type of program	3.27	54	4.39	8
56. The community in which my work is located	3.30	53	4.02	24
33. Supervision and evaluation of faculty members	3.64	44	3.04	56
19. Course preparation time	3.97	32	3.06	55
16. Opportunities for promotion	3.34	52	3.07	54
35. Ability of dean (director, chairman) to provide educational leadership	4.02	28	3.20	53

* Indicates tied ranks.

"Freedom to choose my own instructional methods," items suggestive of work autonomy, ranked very high on both scales.

Nurse educators were much less satisfied with "Opportunities for professional and personal growth" and "Extent to which I am kept informed about decisions and events which affect my work," two items which ranked second and fifth in importance.

Although most nurse educators expressed the least satisfaction with opportunities to engage in research, they also ranked this item fifty-sixth in importance to satisfaction in their present jobs. This reflects the paucity of nursing research now taking place in Alberta schools of nursing. Relationships with students and colleagues, and the respect of students were generally important and satisfying. The value assigned to the "Ability of the dean (director, chairman) to provide educational leadership" was high in most cases, but the current level of satisfaction with this item was generally low, ranking fifty-third on the scale.

The Spearman rank-order coefficient was calculated to determine the strength of relationship between the rankings of the means on the "Importance" and "Level of Satisfaction" scales. The correlation coefficient of 0.31 indicated that there was not a strong relationship between them.

However, for the most part, Alberta nurse educators were satisfied with those items they ranked high in importance to job satisfaction. Those items with which they were only "Neutral" or "Somewhat Satisfied" reflect deficiencies in communication, staff development and evaluation, and educational leadership in their institutions.

DIFFERENCES AMONG CLASSIFICATIONS OF RESPONDENTS

The second phase of the analysis involved the statistical comparison of separate groups of nurse educators on two dependent variables: (1) the importance of each questionnaire item to job satisfaction, and (2) the current level of satisfaction. The nurse educators were grouped according to ten variables:

1. Highest level of education;
2. Amount of teaching experience in nursing education;
3. Amount of nursing experience other than in teaching;
4. Number of years in present position;
5. Type of present employment;
6. Full or part-time employment;
7. Areas of major responsiblity;
8. Type of program;
9. Type of institution; and,
10. Age.

Prior to sample comparison by chi square analysis, subgroups were developed based on distributions and logical nominal categories (Chapter 4). It is the means of these subgroups which were compared for significant differences.

RATIONALE FOR USE OF t TEST AND ONE-WAY ANALYSIS OF VARIANCE

To test for significant differences between and among the means of groups, two methods of parametric statistical analysis were used: (1) the *t* test, and (2) one-way analysis of variance followed by the Scheffe procedure. The *t* test was used for demographic variables divided into two groups, whereas the second analytic procedure was used to test for significant differences among the means of variables separated into three or more groups.

The *t* test results are reported at a 0.05 level of probability for the obtained *t* value. *t* Values cannot be computed for populations with unequal variances but an approximation for *t* can be computed by altering the degrees of freedom. After this has been done, *t* values are selected on the following basis:

> If the probability for F is greater than α', H_0 is accepted [there is no difference in the variances]; *t* based on the pooled-variance estimate for σ^2/D should be issued. If the probability for F is less than or equal to α', H_0 is rejected; *t* based on the separate variance estimate for σ^2/D should be used.
>
> (Nie et al., 1975:270)

This procedure was followed and *t* values were selected from the pooled or separate variance calculations as was appropriate.

Statistical significance for the F ratio for the one-way analysis of variance was set at 0.05, and statistical significance for any pair of means following the Scheffe procedure was reported at the 0.10 level of probability. In some cases, Scheffe analysis yielded significant differences at more than the 0.05 level of probability for F. These differences were also reported. In other cases, the obtained homogeneity of variance chi square did not satisfy the 0.05 significance level.

According to Popham and Sirotnik (1973:166-167) the assumptions governing use of analysis of variance; namely random samples, homogeneity of variance, and normality of distribution within the populations from which the subgroups are sampled, can be violated without fear of "spurious interpretations".

Winer (1971:37) supports this view:

> Moderate departures from the hypothesis that $\sigma^2/a = \sigma^2/b$ do not seriously affect the accuracy of the decisions reached by means of the _t_ test... In more technical language, the _t_ test is _robust_ with respect to moderate departures from the hypothesis of _homogeneity_ of variance.

In this regard, the F test corresponds to the _t_ test and is assumed to be equally robust with respect to moderate departures relative to magnitude, differences in sample sizes, and normality of distributions (Winer, 1973:38).

In a further discussion of tests for homogeneity of variance, Winer (1971:205) observed that departures from homogeneous variances do not markedly affect the F statistic:

> Moderate departures from this assumption do not however seriously affect the sampling distribution of the resulting F statistic. That is, when the variances in the population are not equal, the F statistic using a pooled variance has approximately the same distribution as the F statistic which takes the differences in the population variances into account.

Winer (1971:206) concludes that there is no need for a high degree of sensitivity to tests for homogeneity of variance because F tests are robust enough to withstand departures from assumptions underlying the use of the model in _t_ tests and analysis of variance. Therefore, in this study, despite tests for homogeneity which showed significant differences, the computed F values and Scheffe tests were considered valid.

DIFFERENCES IN IMPORTANCE OF ITEMS ASSOCIATED WITH PERSONAL, PROFESSIONAL, AND ORGANIZATIONAL VARIABLES: GROUP A

Sub-Problem Statement 1.1.

"To what extent are differences in nurse educators' perceptions of the items which are most important to job satisfaction associated with personal, professional, and organizational variables?"

Tables 6 to 15 contain data from t tests and analysis of variance with Scheffe procedure which illustrate the significant differences between and among the mean scores of groups separated on the basis of demographic variables. Because of the numerous variables that were investigated, data are presented only for those variables in which significant differences were detected.

Highest Level of Education. Three groups were compared, with Group 1 consisting of nurse educators with an RN, or an RN plus a post-RN certificate or diploma; Group 2 nurse educators with a baccalaureate degree, and Group 3 with a graduate degree.

Analysis of variance and the Scheffe procedure indicated that significant differences existed between the mean scores on the importance of items among nurse educators classified on the basis of educational level. These results are shown in Table 6.

Nurse educators in Groups 1 and 2 with an RN or a baccalaureate degree had significantly higher means on six items than did nurse educators with a graduate degree. These items were as follows:

Table 6

One-Way Analysis of Variance of Importance of Items to Personal Job Satisfaction Among Nurse Educators Classified on the Basis of Highest Level of Education

1 Scale:
No Importance = 1
Little Importance = 2
Some Importance = 3
High Importance = 4
Very High Importance = 5

ITEM	Mean Score[1] Group 1 RN/ RN plus dip. or cert. (N=8)	Group 2 Bacca-laureate Degree (N=62)	Group 3 Graduate Degree (N=17)	F Ratio	F Prob.	Pairs Significantly Different at 0.1 Level[2]	
3. Type of program	3.25	3.15	3.76	2.56	0.08		3>2
10. Opportunities to keep clinical knowledge and skills up to date	4.75	4.35	3.47	10.87	0.00	1>3	2>3
11. Nature of teaching load and assignments	4.63	4.34	3.53	9.39	0.00	1>3	2>3
12. Opportunities to develop teaching expertise	4.25	4.42	3.88	2.88	0.61		2>3
18. Class size	4.38	3.87	3.47	3.70	0.29	1>3	
19. Course preparation time	4.38	4.06	3.47	4.43	0.01	1>3	2>3
25. Scheduling of working hours during the school year	4.50	4.08	3.47	5.92	0.00	1>3	2>3
28. Job security	4.50	3.85	3.65	2.58	0.08	1>3	
44. Being told what is expected of me in my position	4.25	4.08	3.38	4.19	0.02	1>3	2>3
45. Recognition of my work by superiors	4.50	3.85	3.82	2.50	0.09	1>2	
55. Effect of job on personal life	5.00	4.40	3.82	5.66	0.01	1>3	2>3

---

[1] Scale: (as above).

[2] Scheffé procedure

1. Opportunities to keep clinical knowledge and skills up to date;
2. Nature of teaching load and assignments;
3. Course preparation time;
4. Scheduling of working hours during the school year;
5. Being told what is expected of me in my position; and
6. Effect of my job on personal life.

"Class size" and "Job Security" were in most cases more important to nurse educators in the first group without a degree, than to nurse educators with a graduate degree.

The only item rated more highly by most nurse educators with a graduate degree was "Type of Program." There was a significant difference in the mean scores on this item between nurse educators with graduate and baccalaureate degrees.

Nurse educators with an RN or a baccalaureate degree are more likely to be involved in the supervision of students in the clinical area. It appears that conditions surrounding the work itself, workload, and opportunities to develop and maintain concrete skills were generally more important to them than they were to educators with advanced degrees who may have higher level needs for satisfaction in different roles. In addition, nurse educators with graduate degrees are usually attracted to programs which offer challenge and status and for which a master's degree is required.

Amount of Teaching Experience in Nursing Education. Four groups were compared: Group 1 nurse educators had one year of experience; Group 2 had two to five years; Group 3, six to nine years, and Group 4 had over nine years of teaching experience.

Table 7

One-Way Analysis of Variance of Importance of Items to Personal Job Satisfaction Among Nurse Educators Classified on the Basis of Amount of Teaching Experience in Nursing Education

1 Scale:
No Importance = 1
Little Importance = 2
Some Importance = 3
High Importance = 4
Very High Importance = 5

ITEM	Mean Score[1]						
	Group 1 1 year (N=10)	Group 2 2-5 years (N=34)	Group 3 6-9 years (N=20)	Group 4 Over 9 years (N=23)	F Ratio	F Prob.	Pairs Significantly Different at 0.1 Level[2]
2. Institutional location of school	3.60	3.48	2.60	3.39	3.93	0.01	1>3 2>3 4>3
19. Course preparation time	4.40	4.24	3.60	3.74	4.07	0.01	2>3
33. Supervision and evaluation of faculty members	4.20	3.44	3.84	3.43	3.12	0.03	1>2
48. Respect of professionals in related occupations	4.40	3.68	3.80	3.43	3.51	0.02	1>4
51. Relationships with students	4.80	4.44	4.40	4.09	2.52	0.06	1>4
52. Relationships with patients	4.80	4.03	4.37	3.91	3.10	0.03	1>4
55. Effect of my job on personal life	4.90	4.47	4.35	3.91	3.54	0.02	1>4

---

[1] Scale: (as above).

[2] Scheffé procedure

As shown in Table 7 analysis of variance and the Scheffe procedure revealed several significant differences between the mean scores on items for groups of nurse educators with these varying levels of teaching experience.

Four items were generally more important to nurse educators with one year of experience than to their colleagues with over nine years of experience. These were "Respect of professionals in related occupations," "Relationships with students," "Relationships with patients (clients)", and "Effect of my job on personal life."

"Supervision and evaluation of faculty members" was also usually more important to beginning nurse educators than it was to those with two to five years of experience.

For the most part, "Course preparation time" was more important to the group with two to five years of experience than it was to nurse educators with six to nine years of experience in teaching.

Three groups, nurse educators with one year, two to five years, and over nine years experience rated the "Institutional location of the school" as more important to job satisfaction than it was to the group with six to nine years experience.

Apparently, interpersonal relationships were, in the main, an important source of compensation to beginning nurse educators in new and demanding jobs. Generally, those with less experience also felt that supervision and evaluation were more important to their development as nurse educators.

Amount of Nursing Experience Other Than in Teaching. The t test was used to compare nurse educators with four years or less experience, with those having five years or more. Significant differences existed

Table 8

_t_ Test Comparison of Importance of Items to Personal Job Satisfaction of Nurse Educators Classified on the Basis of Amount of Nursing Experience Other Than in Teaching

1 Scale:
No Importance = 1
Little Importance = 2
Some Importance = 3
High Importance = 4
Very High Importance = 5

ITEM	Mean Score[1]					
	Group 1 4 years or less (N=39)	Group 2 5 years or more (N=50)	_t_ Value	2 Tailed Prob.[2]	df	Comparison
1. The reputation of the school	3.82	3.48	2.04	0.04	86	1 > 2
2. Institutional location of the school	2.97	3.46	-2.19	0.03	86	2 > 1
3. Type of program	3.00	3.48	-2.28	0.03	86	2 > 1
31. Class size	3.62	4.00	-2.26	0.03	87	2 > 1
40. Participation in school policy decision making	4.36	3.92	2.77	0.01	85	1 > 2
42. The extent to which my opinions are valued by school leadership	4.36	4.06	2.28	0.03	86	1 > 2
43. The degree to which I have the professional respect of faculty colleagues	4.49	4.14	2.56	0.01	86	1 > 2
53. Relationships with colleagues	4.49	4.12	2.35	0.02	86	1 > 2

[1] Scale: (as above).
[2] $P \leq .05$

between the mean scores of groups on eight items. These results are reported in Table 8.

Nurse educators with four years or less nursing experience had mean scores significantly higher in the following five items:

1. The reputation of the school;
2. Participation in school policy decision making;
3. The extent to which my opinions are valued by school leadership;
4. The degree to which I have the professional respect of faculty colleagues; and,
5. Relationships with colleagues.

These items, which support collegial ideals, are characteristic of a professional orientation. Nurse educators with more experience in nursing in bureaucratic settings may not have found them as important to their job satisfaction.

In most cases, those nurse educators with five years or more nursing experience other than in teaching related the "Institutional location of the school," "Type of program," and "Class size" as more important to job satisfaction than their colleagues with less nursing experience.

Number of Years in Present Position. One-way analysis of variance and the Scheffe test indicated that significant differences existed between pairs of mean scores for nurse educators with one year, two to four years, and five years and over in their present positions. The results are reported in Table 9.

Generally, nurse educators with one year in their present positions had higher mean scores for "Opportunities to engage in

Table 9

One-Way Analysis of Variance of Importance of Items to Personal Job Satisfaction Among Nurse Educators Classified on the Basis of Years in Present Position

1 Scale:
No Importance = 1
Little Importance = 2
Some Importance = 3
High Importance = 4
Very High Importance = 5

ITEM	Mean Score[1] Group 1 1 year (N=21)	Group 2 2-4 years (N=44)	Group 3 5 years & over (N=24)	F Ratio	F Prob.	Pairs Significantly Different at 0.1 Level[2]
13. Opportunities to engage in research	3.33	2.80	2.61	3.01	0.05	1>3
19. Course preparation time	4.10	4.09	3.63	2.70	0.07	2>3
24. Procedures for establishing compensation and benefits	3.24	3.52	3.92	3.75	0.03	3>1
53. Relationship with colleagues	4.62	4.11	4.29	3.11	0.05	1>2

[1] Scale: (as above).
[2] Scheffé procedure.

research," than did nurse educators with five years or more in their positions. In addition, they usually rated "Relationships with colleagues" as more important to job satisfaction than the group with two to four years in their present jobs.

"Course preparation time" was generally more important to nurse educators with two to four years in their present positions than to those with five years or more.

It is possible that the longer a nurse educator spent in her position, the more resigned she became to the lack of opportunity, time, and money for research. Relationships with colleagues were less important as more varied rewards became available.

The group with five years or more in their present positions had a significantly higher mean score for the importance of "Procedure for establishing compensation and benefits" than the group with one year in their present positions.

Type of Present Employment. The t test was employed to compare nurse educators separated into sessional and other employees, and permanent employees. The results summarized in Table 10 show that sessional or other employees generally had significantly higher mean scores for "Respect of students" and "Relationships with students."

Full or Part-Time Employment. The t test analysis showed that full-time employees, had significantly higher mean scores than their part-time colleagues on the following items:

1. Course preparation time,
2. Opportunities for professional and personal growth;
3. Participation in school policy decision making; and
4. Opportunities for involvement in committee work.

Table 10

$\underline{t}$ Test Comparison of Importance of Items to Personal Job Satisfaction of Nurse Educators Classified on the Basis of Type of Present Employment

1 Scale:
No Importance = 1
Little Importance = 2
Some Importance = 3
High Importance = 4
Very High Importance = 5

ITEM	Mean Score[1] Group 1 Sessional & other (N=39)	Group 2 Permanent (N=50)	$\underline{t}$ Value	2 Tailed Prob.[2]	df	Comparison
49. Respect of students	4.67	4.28	2.58	0.01	86	1 > 2
51. Relationship with students	4.63	4.27	2.15	0.03	87	1 > 2

[1] Scale: (as above).
[2] $P \leq .05$

Table 11

t Test Comparison of Importance of Items to Personal Job Satisfaction of Nurse Educators Classified on the Basis of Full or Part-Time Employment

[1] Scale:
No Importance = 1
Little Importance = 2
Some Importance = 3
High Importance = 4
Very High Importance = 5

ITEM	Mean Score[1]					
	Group 1 Full Time (N=70)	Group 2 Part-Time (N=19)	t Value	2 Tailed Prob.[2]	df	Comparison
19. Course preparation time	4.09	3.53	2.60	0.01	87	1 > 2
30. Opportunities for professional and personal growth	4.61	4.26	2.16	0.03	87	1 > 2
40. Participation in school policy decision making	4.23	3.68	2.14	0.04	22	1 > 2
41. Opportunities for involvement in committee work	3.61	3.05	2.58	0.01	86	1 > 2
44. Being told what is expected of me in my position	3.87	4.37	-2.07	0.04	86	2 > 1
55. Effect of job on personal life	4.27	4.68	-2.60	0.01	60	2 > 1

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[1] Scale: (as above).
[2] $P \leq .05$

However, "Being told what is expected of me in my position", and "Effect of job on personal life" were usually more important to the job satisfaction of part-time employees. These results are reported in Table 11.

Part-time employees often choose their jobs so that they can combine a teaching and homemaking career. They do not expect the degree of involvement and commitment that is important to full-time employees, and apparently, as a result, they will accept and value direction from superiors more.

Areas of Major Responsibility. Table 12 contains *t* test comparisons between the mean ratings of nurse educators who have clinical and/or classroom responsibility only, and those who have administrative responsibility or combined adminstrative and teaching duties.

Clinical and classroom instructors generally had significantly higher mean scores for the importance of the following four items to job satisfaction:

1. Opportunities to keep clinical knowledge and skills up to date;
2. Nature of teaching load and assignments;
3. Class size,
4. Course preparation time,
5. Scheduling of working hours during the school year,
6. Being told what is expected of me in my position; and
7. Effect of job on personal life.

The first five of these items reflect the nature of clinical and classroom work as compared to administrative responsibility.

Type of Program. Programs were divided into two groups: (1) diploma or certificate, and (2) degree programs. Table 13 shows that *t*

Table 12

t Test Comparison of Importance of Items to Personal Job Satisfaction of Nurse Educators Classified on the Basis of Areas of Major Responsibility

1 Scale:		
No Importance	=	1
Little Importance	=	2
Some Importance	=	3
High Importance	=	4
Very High Importance	=	5

ITEM	Mean Score[1]					
	Group 1 Clinical and/or Classroom Instruction (N=73)	Group 2 Administration & Admin. & Teaching (N=16)	*t* Value	2 Tailed Prob.[2]	df	Comparison
10. Opportunities to keep clinical knowledge and skills up to date	4.36	3.63	2.56	0.02	18	1 > 2
11. Nature of teaching load and assignments	4.30	3.75	2.57	0.01	87	1 > 2
18. Class size	3.92	3.44	2.18	0.03	87	1 > 2
19. Course preparation time	4.07	3.50	2.47	0.02	87	1 > 2
25. Scheduling of working hours during school year	4.11	3.50	2.13	0.05	18	1 > 2
44. Being told what is expected of me in my position	4.11	3.38	2.93	0.00	86	1 > 2
55. Effect of job on personal life	4.47	3.88	2.46	0.02	87	1 > 2

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[1] Scale: (as above).

[2] $P \leq .05$

Table 13

t Test Comparison of Importance of Items to Personal Job Satisfaction of Nurse Educators Classifed on the Basis of Type of Program

1 Scale:
No Importance = 1
Little Importance = 2
Some Importance = 3
High Importance = 4
Very High Importance = 5

ITEM	Mean Score[1]					
	Group 1 Diploma/ Certificate (N=78)	Group 2 Degree Bacc./ Masters (N=10)	t Value	2 Tailed Prob.[2]	df	Comparison
2. Institutional location of school	3.15	4.00	-2.46	0.02	86	2 > 1
3. Type of program	3.17	4.10	-2.89	0.01	86	2 > 1
13. Opportunities to engage in research	2.79	3.50	-2.04	0.05	86	2 > 1
39. Freedom to choose my own instructional methods	4.40	4.90	-3.92	0.00	23	2 > 1
44. Being told what is expected of me in my position	4.06	3.30	2.47	0.02	86	1 > 2

[1] Scale: (as above).
[2] $P \leq .05$

test analyses identified significant differences between the mean scores of these two groups on several of the questionnaire items.

"Institutional location of the school," "Type of program," "Opportunities to engage in research" and "Freedom to choose my own instructional methods" were items rated more important to the job satisfaction of nurse educators in degree programs. However, "Being told what is expected of me in my position" was generally more important to the group teaching in diploma and certificate programs.

Degree programs are taught in universities where research activity, academic freedom and autonomy are accepted ideals. The items rated more important by nurse educators in degree programs, and the importance they give to working in an academic enviroment reflected university traditions.

Type of Institution. Three groups were compared: nurse educators working in hospitals, colleges, and universities. One-way analysis of variance and the Scheffe procedure indicated that several differences between mean ratings of the items on importance to job satisfaction existed among these groups. The results are summarized in Table 14.

Hospital nurse educators had significantly higher mean scores than university nurse educators on the following items:

1. Opportunities to keep clinical knowledge and skills up to date;
2. Nature of teaching load and assignments;
3. Scheduling of working hours during the school year; and
4. Being told what is expected of me in my position.

They also had significantly higher mean scores than college nurse educators on "Opportunities to work in subject or content area of choice" and "Curriculum of the program."

Table 14

One-Way Analysis of Variance of Importance of Items to Personal Job Satisfaction Among Nurse Educators Classified on the Basis of Type of Institution in Which They Teach

1 Scale:
No Importance = 1
Little Importance = 2
Some Importance = 3
High Importance = 4
Very High Importance = 5

ITEM	Mean Score[1]			F Ratio	F Prob.	Pairs Significantly Different at 0.1 Level[2]	
	Group 1 Hospital (N=47)	Group 2 College (N=28)	Group 3 University (N=14)				
3. Type of program	3.20	3.07	3.93	3.95	0.02	3 > 2	3 > 1
5. Curriculum of the program	4.50	4.18	4.14	3.33	0.04	1 > 2	
9. Opportunity to work in subject or content area of choice	4.36	3.86	4.43	3.77	0.03	1 > 2	
10. Opportunities to keep clinical knowledge and skills up to date	4.34	4.29	3.71	3.19	0.05	1 > 3	
11. Nature of teaching load and assignments	4.38	4.11	3.79	3.48	0.04	1 > 3	
25. Scheduling of working hours during the school year	4.04	4.18	3.50	3.60	0.03	1 > 3	2 > 3
39. Freedom to choose my own instructional methods	4.39	4.36	4.87	2.96	0.06	3 > 2	3 > 1
44. Being told what is expected of me in my position	4.22	3.93	3.29	5.84	0.00	1 > 3	2 > 3

1 Scale: (as above).
2 Scheffé procedure.

For the most part, college nurse educators rated "Scheduling of working hours during the school year" and "Being told what is expected of me" as more important to job satisfaction than did university nurse educators.

University nurse educators generally felt that "Type of program" and "Freedom to choose my own instructional methods" were more important to job satisfaction than nurse educators in the other two groups.

The nature of the work in these institutions appears to determine what was most important to the employees. Hospital nurse educators who are involved in supervising the delivery of significant amounts of nursing care by students valued opportunities to keep abreast in clinical knowledge and skills, and to work in areas in which they feel competent. Recent trends suggest that many are also experiencing pressure to make their programs more educationally sound.

As has been noted above, autonomy and the type of program in which they worked had more importance generally to the university nurse educators.

Age. Nurse educators were separated into two groups: (1) those who were 34 years of age and under; and (2) those 35 and over. The *t* test analysis indicated that significant differences existed between the mean scores of these two groups on ten items as summarized in Table 15. In most cases the younger nurse educators rated the following items as more important to job satisfaction:

1. Course preparation time;
2. Resource facilities: library, A.V. aids, etc.;
3. Extent to which I am kept informed about decisions and events that affect my work;

Table 15

t Test Comparison of Importance of Items to Personal Job Satisfaction of Nurse Educators Classifed on the Basis of Age

[1] Scale:
No Importance = 1
Little Importance = 2
Some Importance = 3
High Importance = 4
Very High Importance = 5

ITEM	Mean Score[1]					
	Group 1 34 and under (N=41)	Group 2 35 and over (N=47)	*t* Value	2 Tailed Prob.[2]	df	Comparison
19. Course preparation time	4.26	3.70	3.23	0.00	87	1 > 2
20. Resource facilities: library etc.	4.31	3.89	2.71	0.01	80	1 > 2
37. Extent to which I am kept informed about decisions and events that affect my work	4.60	4.26	2.22	0.03	72	1 > 2
42. The extent to which my opinions are valued by school leadership	4.36	4.04	2.43	0.02	86	1 > 2
43. Degree to which I have the professional respect of faculty colleagues	4.55	4.07	3.75	0.00	86	1 > 2
44. Being told what is expected of me in my position	4.21	3.76	2.30	0.02	86	1 > 2
51. Relationships with students	4.57	4.21	2.37	0.02	87	1 > 2
52. Relationships with patients (clients)	4.38	3.98	2.17	0.03	86	1 > 2
53. Relationships with colleagues	4.52	4.06	2.88	0.01	87	1 > 2
55. Effect of job on personal life	4.60	4.15	2.47	0.02	80	1 > 2

[1] Scale: (as above).
[2] $P \leq .05$

4. The extent to which my opinions are valued by school leadership;
5. Degree to which I have the professional respect of faculty colleagues;
6. Being told what is expected of me in my position;
7. Relationships with students;
8. Relationships with patients (clients);
9. Relationships with colleagues; and,
10. Effect of my job on personal life.

Older nurse educators appeared generally less dependent for their job satisfaction upon interpersonal relationships, communication, teaching resources, and direction from others than their colleagues who were 34 years or younger. The younger nurse educators were also more likely to have family and home responsibilities which required that their jobs be flexible enough to accommodate them.

DIFFERENCES IN CURRENT LEVEL OF SATISFACTION WITH ITEMS ASSOCIATED WITH PERSONAL, PROFESSIONAL, AND ORGANIZATONAL VARIABLES: GROUP B

Sub-Problem Statement 2.1.

"To what extent are differences in nurse educator ratings of the current level of satisfaction with the items under consideration associated with personal, professional, and organizational variables?"

Tables 16 to 25 inclusive contain data from t tests and one-way analysis of variance with Scheffe procedure which illustrate the significant differences between and among the mean scores of groups separated on the basis of ten demographic variables. Because of the numerous variables investigated, data are presented only for those in which significant differences were detected.

The same demographic variables and subgroups were compared as in sub-problem 1.1.

Highest Level of Education. One-way analysis of variance and the Scheffe procedure indicated that significant differences existed between the mean scores of nurse educators with an RN, a baccalaureate degree, and a graduate degree. These results appear in Table 16.

Nurse educators with an RN were generally more satisfied than their colleagues in the other groups with "Opportunities to keep clinical knowledge and skills up to date" and "Opportunities to exchange knowledge with colleagues".

Nurse educators with graduate degrees were usually more satisfied with "Opportunities to engage in research".

These findings were congruent with the types of positions which these nurse educators occupied and their interests.

Amount of Teaching Experience in Nursing Education. Table 17 contains eleven significant differences between the mean scores of nurse educators with varying levels of teaching experience. One-way analysis of variance and the Scheffe test were employed in the analysis.

Nurse educators with over nine years of teaching experience were generally more satisfied than nurse educators with six to nine years in nursing education with the following items:

1. Feedback from students;
2. Opportunities for promotion;
3. Course preparation time;

Table 16

One-Way Analysis of Variance of Level of Satisfaction with Items in Context of Present Jobs of Nurse Educators Classified on the Basis of Highest Level of Education

1 Scale:
Very Dissatisfied = 1
Somewhat Dissatisfied = 2
Neutral = 3
Somewhat Satisfied = 4
Very Satisfied = 5

ITEM	Mean Score[1] Group 1 RN/ RN plus dip. or cert. (N=7)	Group 2 Baccalaureate Degree (N=72)	Group 3 Graduate Degree (N=12)	F Ratio	F Prob.	Pairs Significantly Different at 0.1 Level[2]	
10. Opportunities to keep clinical knowledge and skills up to date	5.00	3.49	3.58	3.99	0.02	1>2	1>3
13. Opportunities to engage in research	3.40	2.37	3.25	4.01	0.02	3>2	
14. Opportunities to exchange knowledge with colleagues	4.86	3.76	3.17	4.05	0.02	1>2	1>3

[1] Scale: (as above).
[2] Scheffé procedure

Table 17

One-Way Analysis of Variance of Level of Satisfaction with Items in Context of Present Jobs of Nurse Educators Classified on the Basis of Amount of Teaching Experience in Nursing Education

[1] Scale:

Very Dissatisfied	=	1
Somewhat Dissatisfied	=	2
Neutral	=	3
Somewhat Satisfied	=	4
Very Satisfied	=	5

ITEM	Mean Score[1]				F Ratio	F Prob.	Pairs Significantly Different at 0.1 Level[2]	
	Group 1 1 year (N=14)	Group 2 2-5 years (N=37)	Group 3 6-9 years (N=23)	Group 4 Over 9 years (N=17)				
11. Nature of teaching load and assignments	3.00	4.03	3.56	4.12	3.84	0.01	4 > 1	2 > 1
14. Opportunities to exchange knowledge with colleagues	4.29	4.08	3.04	3.65	4.38	0.01	1 > 3	2 > 3
15. Feedback from students	4.50	4.39	3.83	4.53	3.21	0.03	4 > 3	
16. Opportunities for promotion	3.58	2.76	2.70	3.76	3.66	0.02	4 > 3	4 > 2
19. Course preparation time	3.07	3.21	2.36	3.69	3.08	0.03	4 > 3	
23. Flexibility of working hours within schedule	4.14	4.39	3.90	4.76	2.90	0.04	4 > 3	
30. Opportunities for professional and personal growth	4.07	3.86	3.13	4.18	3.08	0.03	4 > 3	
51. Relationships with students	4.43	4.75	4.87	4.76	3.17	0.03	3 > 1	

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[1] Scale: (as above).

[2] Scheffé procedure

4. Flexibility of working hours within the schedule; and,
5. Opportunities for professional and personal growth.

For the most part, this same group was more satisfied with "Nature of teaching load and assignments" than were the nurse educators with only one year in the field.

Nurse educators with two to five years and six to nine years in nursing education were not as satisfied as their more experienced colleagues with "Opportunities for promotion."

However, both nurse educator groups with one year and two to five years of teaching experience were, on the whole, more satisfied with "Opportunities to exchange knowledge with colleagues" in the context of their present jobs.

Amount of Nursing Experience Other Than in Teaching. The *t* test revealed only two significant differences between nurse educators with four years or less nursing experience, and five years or more. As is shown in Table 18 less experienced nurse educators were generally more satisfied with "Job security" than colleagues with five years or more nursing experience other than in teaching, while the group with five years or more experience were more satisfied with "Student entrance requirements."

Number of Years in Present Position. One-way analysis of variance and the Scheffe procedure indicated that 15 significant differences existed among the mean score of the three groups separated on the basis of the number of years in their present positions. These results are presented in Table 19.

Group 1 with one year of experience in present jobs was more satisfied with the following five items than Group 3 nurse educators who had five years or more experience:

Table 18

$\underline{t}$ Test Comparison of Level of Satisfication with Items in Context of Present Jobs of Nurse Educators on the Basis of Amount of Nursing Experience Other Than in Teaching

1 Scale:
Very Dissatisfied = 1
Somewhat Dissatisfied = 2
Neutral = 3
Somewhat Satisfied = 4
Very Satisfied = 5

ITEM	Mean Score[1]					
	Group 1 4 years or less (N=52)	Group 2 5 years or more (N=38)	$\underline{t}$ Value	2 Tailed Prob.[2]	df	Comparison
6. Student entrance requirements	3.33	3.89	-2.10	0.04	87	2 > 1
28. Job security	4.10	3.53	2.33	0.02	87	1 > 2

[1] Scale: (as above).
[2] $P \leq .05$

Table 19

One-Way Analysis of Variance of Level of Satisfaction with Items in Context of Present Jobs of Nurse Educators Classified on the Basis of Numbers of Years in Present Position

[1] Scale:
Very Dissatisfied = 1
Somewhat Dissatisfied = 2
Neutral = 3
Somewhat Satisfied = 4
Very Satisfied = 5

ITEM	Mean Score[1] Group 1 1 year (N=30)	Group 2 2-4 years (N=27)	Group 3 5 years & over (N=24)	F Ratio	F Prob.	Pairs Significantly Different at 0.1 Level[2]	
1. The reputation of the school	4.45	4.41	3.79	4.52	0.01	1>3	2>3
7. Competency of colleagues	4.70	4.22	4.00	4.13	0.02	1>3	
8. Intellectual challenge in the work	4.77	4.41	4.13	3.30	0.04	1>3	
14. Opportunities to exchange knowledge with colleagues	4.23	3.59	3.46	3.11	0.05	1>3	
26. Fringe benefits: pension, etc.	4.08	3.27	3.95	3.40	0.04	1>2	
27. Salary	3.77	3.43	4.17	2.90	0.06		3>2
28. Job security	3.70	3.62	4.35	3.10	0.05		3>2
33. Supervision and evaluation of faculty members	3.40	2.53	3.38	4.99	0.01	1>2	3>2
34. Leadership style of administrators	3.80	2.92	3.00	3.62	0.03	1>2	
35. Ability of dean (director, chairman) to provide educational leadership	3.87	2.86	2.88	5.17	0.01	1>2	1>3
37. Extent to which I am kept informed about decisions and events that affect my work	4.07	3.03	3.33	5.76	0.00	1>2	
42. Extent to which my opinions are valued by school leadership	4.18	3.49	3.83	2.42	0.10	1>2	

[1] Scale: (as above).
[2] Scheffé procedure.

1. Reputation of the school;
2. Competency of colleagues;
3. Intellectual challenge in the work;
4. Opportunity to exchange knowledge with colleagues; and,
5. Ability of dean (director, chairman) to provide educational leadership.

In addition, nurse educators with one year in their present positions were generally more satisfied than their colleagues with two to four years experience with the following questionnaire items:

1. Fringe benefits: pension, health care, etc.;
2. Supervision and evaluation of faculty members;
3. Leadership style of administrators;
4. Ability of dean (director, chairman) to provide educational leadership;
5. Extent to which I am kept informed about decisions and events that affect my work; and
6. Extent to which my opinions are valued by school leadership.

On the whole, nurse educators with two to four years in their jobs were more satisfied than their colleagues with five years or more experience with "Reputation of the school," but less satisfied with "Salary," "Job security," and "Supervision and evaluation of faculty members."

Type of Present Employment. Table 20 contains the results of the t test analysis employed to investigate differences between the mean scores on satisfaction between sessional and other workers, and workers with permanent employment.

Sessional and other workers were generally more satisfied than permanent employees with the following 13 questionnaire items:

Table 20

t Test Comparison of Level of Satisfication With Items in Context of Present Jobs of Nurse Educators Classified on the Basis of Type of Employment

1 Scale:
Very Dissatisfied = 1
Somewhat Dissatisfied = 2
Neutral = 3
Somewhat Satisfied = 4
Very Satisfied = 5

ITEM	Mean Score[1] Group 1 Sessional & other (N=34)	 Group 2 Perma-nent (N=57)	*t* Value	2 Tailed Prob.[2]	df	Comparison
10. Opportunity to keep knowledge and skills up to date	4.15	3.31	2.86	0.01	86	1 >2
11. Nature of teaching load and assignments	4.26	3.46	3.77	0.00	88	1>2
16. Opportunities for promotion	3.50	2.85	2.16	0.03	81	1>2
19. Course preparation time	3.58	2.76	2.62	0.01	84	1 >2
24. Procedures for establishing compensation and benefits	3.94	3.25	2.73	0.01	82	1>2
25. Scheduling of working hours during school year	4.45	4.02	2.04	0.05	77	1>2
28. Job security	3.24	4.18	-3.88	0.00	80	2>1
29. Policies for permanent employment	3.46	4.02	-2.40	0.02	81	2>1
31. Opportunity to discuss work-related concerns with administrators	4.12	3.56	1.99	0.05	89	1>2
32. Administrative regulations and mechanisms which govern school policy	3.61	3.05	2.06	0.04	88	1>2
33. Supervision and evaluation of faculty members	3.41	2.82	2.09	0.04	88	1>2
34. Leadership style of administrators	3.76	2.91	2.79	0.01	89	1>2
35. Ability of dean (director or chairman) to provide educational leadership	3.76	2.86	2.99	0.00	88	1>2
45. Recognition of my work by superiors	4.26	3.46	3.32	0.00	88	1>2
49. Respect of students	4.68	4.34	2.32	0.02	87	1>2

[1] Scale: (as above).
[2] $P \leq .05$

1. Opportunity to keep knowledge and skills up to date;
2. Nature of teaching load and assigments;
3. Opportunities for promotion;
4. Course preparation time;
5. Procedures for establishing compensation and benefits;
6. Scheduling of working hours during the school year;
7. Opportunities to discuss work-related concerns with administrators;
8. Administrative regulations and mechanisms which govern school policy;
9. Supervision and evaluation of faculty members;
10. Leadership style of administrators;
11. Ability of dean (director, chairman) to provide educational leadership;
12. Recognition of my work by superiors; and
13. Respect of students.

Only "Job security" and "Policies for permanent employment" were more satisfying to nurse educators with permanent employment.

Full or Part-time Employees. The t test was employed to compare nurse educators with full-time employment with those working part-time. The results summarized in Table 21 indicate that significant differences existed between the mean scores of these two groups on their level of satisfaction with the questionnaire items.

Part-time employees were generally more satisfied with the following 12 items:

1. Opportunities to keep clinical knowledge and skills up to date;
2. Opportunities to develop teaching expertise;

Table 21

t Test Comparison of Level of Satisfaction with Items in Context of Present Jobs of Nurse Educators Classified on the Basis of Full or Part-Time Employment

1 Scale:
Very Dissatisfied = 1
Somewhat Dissatisfied = 2
Neutral = 3
Somewhat Satisfied = 4
Very Satisfied = 5

ITEM	Mean Score[1]					
	Group 1 Full Time (N=71)	Group 2 Part-Time (N=20)	*t* Value	2 Tailed Prob.[2]	df	Comparison
1. The reputation of the school	4.40	3.75	2.90	0.01	88	1 > 2
10. Opportunities to keep clinical knowledge and skills up to date	3.46	4.21	-2.11	0.04	86	2 > 1
12. Opportunities to develop teaching expertise	3.54	4.25	-2.40	0.02	88	2 > 1
14. Opportunites to exchange knowledge with colleagues	3.62	4.30	-2.12	0.04	89	2 > 1
26. Fringe benefits: pension, etc.	3.83	3.07	2.00	0.05	83	1 > 2
28. Job security	3.97	3.32	2.19	0.03	88	1 > 2
31. Opportunities to discuss my work-related concerns with administrators	3.59	4.40	-2.51	0.01	89	2 > 1
34. Leadership style of administrators	3.04	3.90	-2.38	0.02	89	2 > 1
35. Ability of dean (director, chairman) to provide educational leadership	2.99	3.95	-2.71	0.01	88	2 > 1
39. Freedom to choose my own instructional methods	4.46	4.84	-2.59	0.01	77	2 > 1
45. Recognition of my work by superiors	3.61	4.30	-2.16	0.03	89	2 > 1
46. The feeling that my work is important	4.21	4.60	-2.15	0.04	89	2 > 1
49. Respect of students	4.40	4.70	-2.06	0.04	57	2 > 1
50. Relationships with administrative superiors	3.94	4.58	-3.80	0.00	59	2 > 1
55. Effect of job on personal life	3.61	4.20	-2.88	0.01	51	2 > 1

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[1] Scale: (as above).
[2] $P \leq .05$

3. Opportunities to exchange knowledge with colleagues;
4. Opportunities to discuss my work related concerns with administrators;
5. Leadership style of administrators;
6. Ability of dean (director, chairman) to provide educational leadership;
7. Freedom to choose my own instructional methods;
8. Recognition of my work by superiors;
9. The feeling that my work is important;
10. Respect of students;
11. Relationships with administrative superiors; and
12. Effect of my job on personal life.

Many of the items with which part-time educators were more satisfied than their full-time colleagues illustrate the benefit for which part-time employment is chosen.

Full-time employees had higher mean scores on "The reputation of the school," "Fringe benefits," and "Job security." The last two items are usually conditional upon full-time employment.

Areas of Major Responsibility. Table 22 contains *t* test comparisons between the mean ratings of nurse educators who have clinical and/or classroom responsibility only, and those who have administrative or combined administrative and teaching duties.

Nurse educators involved in administration were generally more satisfied with "Opportunities to engage in research," "Scheduling of working hours during the school year." and "Degree to which I have the professional respect of faculty colleagues."

Table 22

t Test Comparison of Level of Satisfaction with Items in Context of Present Jobs of Nurse Educators Classified on the Basis of Areas of Major Responsibility

1 Scale:
Very Dissatisfied = 1
Somewhat Dissatisfied = 2
Neutral = 3
Somewhat Satisfied = 4
Very Satisfied = 5

ITEM	Mean Score[1] Group 1 Clinical and/or Classroom Instruction (N=78)	Group 2 Adminis-tration & Admin. & Teaching (N=13)	t Value	2 Tailed Prob.[2]	df	Comparison
13. Opportunities to engage in research	2.39	3.58	-3.28	0.00	67	2 > 1
25. Scheduling of working hours during school year	4.10	4.54	-2.27	0.03	36	2 > 1
43. Degree to which I have professional respect of faculty colleagues	4.15	4.62	-2.60	0.01	29	2 > 1

[1] Scale: (as above).
[2] $P \leq .05$

Administrative positions have more status and more opportunity for choice of professional activity.

Type of Program. Nurse educators teaching in diploma or certificate programs were compared with those working in degree programs. The t test results presented in Table 23 indicate that diploma and certificate educators were generally more satisfied with the following:

1. The reputation of the school;
2. Curriculum of the program; and,
3. Job security.

Diploma and certificate programs have gained a high degree of acceptance among hospital employers of nurses. Their reputations are therefore secure and their curricula regarded as relevant.

However, the following items were generally more satisfying to nurse educators working in degree programs.

1. Opportunities to develop teaching expertise;
2. Opportunities to engage in research;
3. Opportunities for promotion;
4. Course preparation time; and,
5. Flexibility of working hours within schedule.

The diversified academic environment, the scheduling of courses, and the policies governing staff development in a university appear to be reflected in these findings.

Type of Institution. One-way analysis of variance and the Scheffe test were employed to compare nurse educators working in hospitals, colleges, and universities. Significant differences among the mean scores of these three groups in their level of satisfaction with the questionnaire items are presented in Table 24.

Table 23

t Test Comparison of Level of Satisfaction with Items in Context of Present Jobs of Nurse Educators Classified on the Basis of Type of Program

1 Scale:
Very Dissatisfied = 1
Somewhat Dissatisfied = 2
Neutral = 3
Somewhat Satisfied = 4
Very Satisfied = 5

ITEM	Mean Score[1]					
	Group 1 Diploma/ Certificate (N=77)	Group 2 Degree Bacc./ Masters (N=14)	t Value	2 Tailed Prob.[2]	df	Comparison
1. The reputation of the school	4.35	3.69	2.46	0.02	88	1>2
5. Curriculum of the program	3.88	3.15	2.18	0.03	88	1>2
12. Opportunities to develop teaching expertise	3.61	4.21	-2.59	0.02	31	2>1
13. Opportunities to engage in research	2.42	3.29	-2.44	0.02	67	2>1
16. Opportunities for promotion	2.94	3.71	-2.04	0.00	81	2>1
19. Course preparation time	2.88	4.08	-2.90	0.01	84	2>1
23. Flexibility of working hours within schedule	4.23	4.71	2.82	0.01	40	2>1
28. Job security	3.95	3.21	2.18	0.03	88	1>2

[1] Scale: (as above).
[2] $P \leq .05$

Table 24

One-Way Analysis of Variance of Satisfaction with Items in Context of Present Jobs Of Nurse Educators Classified on the Basis of Type of Institution in Which They Teach

1 Scale:
Very Dissatisfied = 1
Somewhat Dissatisfied = 2
Neutral = 3
Somewhat Satisfied = 4
Very Satisfied = 5

	Mean Score[1]						
ITEM	Group 1 Hospital (N=48)	Group 2 College (N=31)	Group 3 University (N=12)	F Ratio	F Prob.	Pairs Significantly Different at 0.1 Level[2]	
1. The reputation of the school	4.50	4.06	3.73	4.52	0.01	1 > 3	
5. Curriculum of the program	3.85	3.93	3.08	2.72	0.07	2 > 3	
7. Competency of colleagues	4.27	4.58	3.83	2.83	0.06	2 > 3	
16. Opportunities for promotion	2.61	3.63	3.50	6.52	0.00	2 > 1	3 > 1
19. Course preparation time	2.57	3.48	4.00	7.31	0.00	2 > 1	3 > 1
20. Resource facilities	3.63	4.43	4.25	5.05	0.01	2 > 1	
21. Secretarial and clerical services	3.73	4.57	4.08	5.54	0.01	2 > 1	
24. Procedures for establishing compensation and benefits	3.06	4.00	4.00	6.49	0.00	2 > 1	3 > 1
25. Scheduling of working hours during the school year	3.89	4.48	4.50	3.53	0.03	2 > 1	
27. Salary	3.48	4.23	3.50	4.26	0.02	2 > 1	
28. Job security	4.17	3.53	2.25	4.26	0.01	1 > 2	1 > 3
30. Opportunities for professional and personal growth	3.40	4.16	4.25	4.82	0.01	2 > 1	3 > 1
33. Supervision and evaluation of faculty members	2.62	3.71	3.00	7.28	0.00	2 > 1	
34. Leadership style of administrators	2.94	3.77	3.00	3.44	0.04	2 > 1	
35. Ability of dean (director, chairman) to provide educational leadership	2.81	3.90	2.92	6.20	0.00	2 > 1	
37. Extent to which I am kept informed about decisions and events that affect my work	3.19	3.94	3.25	3.31	0.04	2 > 1	
45. Recognition of my work by superiors	3.33	4.42	3.75	7.61	0.00	2 > 1	
53. Relationships with colleagues	4.58	4.61	4.00	4.40	0.02	1 > 3	2 > 3

[1] Scale: (as above).
[2] Scheffé procedure.

For the most part, college nurse educators were more satisfied than nurse educators employed by hospitals with the following 13 items:

1. Opportunities for promotion;
2. Course preparation time;
3. Resource facilities;
4. Secretarial and clerical services;
5. Procedures for establishing compensation and benefits;
6. Scheduling of working hours during the school year;
7. Salary;
8. Opportunities for professional and personal growth;
9. Supervision and evaluation of faculty members;
10. Leadership style of administrators;
11. Ability of dean (director, chairman) to provide educational leadership;
12. Extent to which I am kept informed about decisions and events that affect my work; and,
13. Recognition of my work by supervisors.

College nurse educators were also generally more satisfied than university nurse educators with "Curriculum of the program", "Competency of colleagues", and "Relationships with colleagues".

Nurse educators employed by universities were usually more satisfied than hospital nurse educators with the following items:

1. Opportunities for promotion;
2. Course preparation time;
3. Procedures for establishing compensation and benefits; and
4. Opportunities for professional and personal growth.

The only item which hospital nurse educators rated more highly than the other two groups was "Job security." They also recorded significantly higher mean scores than university nurse educators on "Reputation of the school," and "Relationships with colleagues."

In the main, university nurse educators were less satisfied than college and hospital school employees with "Relationships with colleagues" recording a mean of 4 or only "Somewhat Satisfied".

The wide range of items found more satisfying to college and university nurse educators in the context of their present jobs, and the low mean scores recorded by hospital nurse educators in items relevant to working conditions, policy, administration, leadership, and opportunities for recognition and advancement, points to substantial dissatisfaction among faculty members in hospital schools.

Age. Two groups were compared employing the t test: those nurse educators 34 years of age and under, and 35 and over. The results are summarized in Table 25. Significant differences between mean scores for current levels of satisfaction were found on 13 questionnaire items.

The older nurse educators were generally more satisfied with the following:

1. Opportunities to engage in research;
2. Feedback from students;
3. Opportunities for promotion;
4. Resource facilities: library, A.V. aids;
5. Fringe benefits: pension, health care, etc.;
6. Administrative regulations and mechanisms governing school policy;
7. Supervision and evaluation of faculty members;

Table 25

t Test Comparison of Level of Satisfaction With Items in Context of Present Jobs of Nurse Educators Classified on the Basis of Age

1 Scale:
Very Dissatisfied = 1
Somewhat Dissatisfied = 2
Neutral = 3
Somewhat Satisfied = 4
Very Satisfied = 5

ITEM	Mean Score[1] Group 1 34 and under (N=45)	 Group 2 35 and over (N=46)	*t* Value	2 Tailed Prob.[2]	df	Comparison
13. Opportunities to engage in research	2.19	2.92	-2.54	0.01	67	2>1
15. Feedback from students	4.04	4.53	-2.74	0.01	73	2>1
16. Opportunities for promotion	2.78	3.36	-2.04	0.05	81	2>1
20. Resource facilities: library, etc.	3.68	4.26	-2.37	0.02	88	2>1
26. Fringe benefits: pension, etc.	3.24	4.14	-3.21	0.00	83	2>1
32. Administrative regulations and mechanisms governing school policy	2.96	3.56	-2.33	0.02	88	2>1
33. Supervision and evaluation of faculty members	2.64	3.44	-2.99	0.00	88	2>1
39. Freedom to choose my own instructional methods	4.34	4.75	-2.19	0.03	45	2>1
40. Participation in school policy decision making	3.42	4.14	-2.82	0.01	85	2>1
41. Opportunities for involvement in committee work	3.93	4.50	-2.56	0.01	68	2>1
42. The extent to which my opinions are valued by school leadership	3.45	4.13	-2.57	0.01	74	2>1
45. Recognitions of my work by superiors	3.47	4.04	-2.17	0.01	89	2>1
57. Social opportunities and contacts at work.	3.61	4.05	-2.02	0.05	84	2>1

[1] Scale: (as above).
[2] $P \leq .05$

8. Freedom to choose my own instructional methods;
9. Participation in school policy decision making;
10. Opportunities for involvement in committee work;
11. The extent to which my opinions are valued by school leadership;
12. Recognition of my work by superiors; and,
13. Social opportunities and contacts at work.

Although mean scores for "Opportunities to engage in research" were higher among older nurse educators, the satisfaction level at 2.92 was only "Somewhat Dissatisfied" to "Neutral". It is more accurate to report that older nurse educators, were generally not as as dissatisfied with this item, or with "Opportunities for promotion," "Administrative regulations and mechanisms governing school policy," and "Supervision and evaluation of faculty members" as the nurse educators who were 34 years of age or younger. The younger group recorded mean scores that indicated they were generally less than "Somewhat Satisfied" in all the above items with the exception of "Feedback from students" and "Freedom to choose my own instructional methods."

SUMMARY

This chapter contained an analysis of the distribution of responses of 89 nurse educators in Group A who recorded their perceptions of the importance of questionnaire items to personal job satisfaction; and 91 nurse educators in Group B who registered their current level of satisfaction with the same items.

The five items ranked most important to job satisfaction among nurse educations in Group A were: (1) The feeling that my work is important, (2) Opportunities for professional and personal growth, (3) Opportunity to plan and organize my own work responsibilities, (4) Freedom to choose my own instructional methods, and (5) Extent to which I am kept informed about decisions and events that affect my work.

The item ranking lowest in importance was "Social opportunities and contacts at work".

Only two of the 57 questionnaire items were considered to be of little or no importance generally to job satisfaction. They were "Social opportunities and contacts at work" and "Opportunities to engage in research".

Thirty-two items were rated "High" or "Very High" in importance generally, while 25 items were of "Some importance" to the job satisfaction of nurse educators.

The five items with which nurse educators in Group B were generally most satisfied were: (1) Relationships with students, (2) Freedom to choose my own instructional methods, (3) Relationships with colleagues, (4) Opportunity to plan and organize my own work responsibilities, and (5) Respect of students.

Items ranking lowest in satisfaction levels were: (57) Opportunities to engage in research, (56) Supervision and evaluation of faculty members, (55) Course preparation time, (54) Opportunities for promotion, and (53) Ability of the dean (director, chairman) to provide educational leadership.

There were 32 items with mean scores under 4 indicating that nurse educators generally were "Neutral" or "Somewhat Dissatisfied" with these items. Twenty-five items received mean ratings which indicated that nurse educators were for the most part, "Somewhat" to "Very Satisifed" with them in the content of their present jobs.

A comparison was made between the mean rankings of a total of 17 items rated most and least important, and highest and lowest in satisfaction levels. Nurse educators were generally "Somewhat" to "Very satisified" with three of the items rank most important - those relevant to work autonomy and achievement. However, they were much less satisfied with "Opportunities for professional and personal growth" and "Extent to which I am kept informed about decisions and events that affect my work".

Those five items with which nurse educators were most satisfied were also rated "High" to "Very High" in importance.

It appears that Alberta nurse educators were dissatisfied with "Opportunities to engage in research" at the same time as they rated this item least in importance among 57 work-related items.

Finally, an analysis was presented of the extent to which differences among the mean ratings for "Importance" in Group A, and "Level of Satisfaction" in Group B were associated with personal, professional, and organizational variables. The use of the $\underline{t}$ test and one-way analysis of variance with Scheffe procedure in these analyses was discussed.

Demographic variables in which significant differences were detected most frequently among the mean scores for the importance of items to job satisfaction in Group A were: level of education, type of institution, the age, and experience of the nurse educators both in teaching and in nursing.

For the most part, nurse educators with graduate education and those employed by universities gave more importance to autonomy and the type of program in which they taught. Younger nurse educators and those with less experience teaching were generally more dependent upon interpersonal relationships and direction from superiors, and more concerned about the effect of their jobs on their personal lives.

Opportunities to maintain clinical knowlege and skills, teaching load, scheduling, and being told what was expected in the role were generally important to the job satisfaction of nurse educators with an RN or baccalaureate degree, and those working in hospital schools.

It appeared that nurse educators who had four years or less experience in nursing other than in teaching, valued collegial ideals for participation in policy and decision making in their institutions more than colleagues with more nursing experience.

Significant differences were also detected among the mean ratings for the levels of satisfaction recorded by Group B nurse educators in the ten demographic variables examined. The variables in which significant differences appeared most frequently were: type of institution, number of years in present position, type of present employment, full or part-time employment, age,. and amount of teaching experience.

Hospital nurse educators were generally less satisfied with a wide range of items pertaining to working conditions, policy, administration, leadership, and opportunities for recognition and advancement than were nurse educators employed by colleges.

In most cases, university nurse educators were only "Somewhat Satisfied" with their relationships with colleagues in contrast to colleagues in colleges and hospital schools.

Employees with only one year in their present jobs were generally more satisfied with leadership, supervision, and communication in their work situations. For the most part, they were also more satisfied than employees with five years or more experience in their present jobs with several factors pertaining to the challenge and stimulation offered by the work itself.

Both sessional and part-time nurse educators had significantly higher mean scores for satisfaction on a variety of items less satisfactory to their colleagues employed on a permanent or full-time basis.

Nurse educators 35 years of age and older were generally more satisfied than their younger colleagues with many items in which the younger group recorded mean scores indicating they were less than "Somewhat Satisfied."

Nurse educators with nine years or more experience in teaching recorded more satisfaction than their less experienced colleagues on seven items pertaining to working conditions and the work itself.

CHAPTER 6

OVERALL JOB SATISFACTION

This chapter contains an analysis of overall job satisfaction among Alberta nurse educators including the differences among classifications of respondents detected employing t tests and one-way analysis of variance. In addition, Pearson product-moment correlations between individual items and overall job satisfaction, and the results of a stepwise multiple regression analysis are presented for Group B. Factor analyses for both Group A "Importance" responses and Group B "Level of Satisfaction" responses are also reported.

Finally, the volunteered opinions of the study participants about the work factors which are most and least important to their personal job satisfaction, and those contributing most to satisfaction and dissatisfaction are presented and illustrated.

COMPARISON OF MEAN SCORES

Problem Statement 3

"How do nurse educators rate their overall levels of satisfaction with the jobs they now hold?"

Respondents in Groups A and B were asked to select the number on a scale which most accurately represented their level of overall satisfaction in the job currently held.

The scores on the scale were 1 representing "Very Dissatisfied", 2 for "Somewhat Dissatisfied", 3 for "Somewhat Satisfied", and 4 representing "Very Satisfied". A neutral category was not offered so that respondents would be forced to record an attitude.

The 88 Group A respondents completing this part of the "Importance" questionnaire recorded a mean score of 3.19 indicating that generally they were little more than "Somewhat Satisfied" in their current jobs. Ninety Group B respondents who replied to the item recorded a mean score of 3.07 which represented a similar degree of overall satisfaction on the scale.

The t test detected no significant differences between the means of the groups at the 0.05 level of significance. The t value was 0.98 and the two-tailed probability was 0.326 with 176 degrees of freedom. This result was expected as chi square analyses previously employed to test for differences between the sample groups had yielded no significant differences (Chapter 4).

DIFFERENCES AMONG CLASSIFICATIONS OF RESPONDENTS

Sub-Problem Statement 3.1

"To what extent are differences in nurse educator ratings of their overall levels of satisfaction in the jobs they now hold associated with personal, professional, and organization variables?"

The t test and one-way analysis of variance with the Scheffe procedure were employed to test for significant differences between and among groups separated on the basis of the demographic variables discussed in the previous chapter. Of the numerous variables investigated significant differences were detected in three only: number of years in present position, type of employment, and institution. Data are presented for these variables.

Number of Years in Present Position. The results of one-way analysis of variance indicated that significant differences existed among nurse educators grouped according to the number of years they had occupied their present positions. The F ratio was 3.0 and the F probability 0.05. The Scheffe procedure revealed that the mean score of 3.27 for the 30 nurse educators with one year in their present positions was significantly different at the 0.1 level from the mean score of 2.55 for 24 nurse educators with five years or more in their present jobs. On the whole, nurse educators with one year in their present positions had higher overall job satisfaction than colleagues who had occupied their jobs for five years or more.

Type of Employment. The t test was used to compare 27 nurse educators employed on a sessional or other basis with 61 permanent employees. A difference was detected between the mean scores at 0.05 level of significance. Sessional and other workers with a mean score on overall satisfaction of 3.63 were generally more satisfied than nurse educators with permanent employment who registered 3.00 on the same measure. The t value was 3.31 with a probability of 0.001 for 86 degrees of freedom.

Type of Institution. Mean scores on satisfaction among nurse educators employed in hospital schools, colleges, and universities were compared employing one-way analysis of variance. The F ratio of 3.23 and the F probability of 0.045 indicated that a significant difference existed at the 0.05 level of significance. The Scheffe test detected a difference at the 0.1 level of significance between the 27 college nurse educators who scored a mean of 3.44 and 47 hospital nurse educators with a mean score of 2.98. Generally, college nurse educators had higher overall job satisfaction than nurse educators employed by hospitals. The mean score for hospital nurse educators indicated that on the whole, this group was less than "Somewhat satisfied."

RELATIONSHIP OF SATISFACTION WITH INDIVIDUAL ITEMS TO OVERALL SATISFACTION

Sub-Problem Statement 3.2

"What is the relationship between overall levels of satisfaction among nurse educators and their current level of satisfaction with the items under consideration?"

Two analytic methods were used to examine the relationship between individual items and overall job satisfaction: (1) Pearson product-moment correlations, and (2) stepwise multiple regression analysis. The data in Group B "Level of Satisfaction" questionnaires were used for these analyses.

Pearson Product - Moment Correlations. The Pearson product-moment correlations between individual items and the expressed overall satisfaction of the respondents are shown with the probability levels for each in Table 26. All correlations were positive.

The highest correlation coefficients of 0.39 were with "The feeling that my work is important," "Ability of the dean (director, chairman) to provide educational leadership," "Recognition of my work by superiors," "Opportunity to work in subject or content area of choice," and "Opportunity to develop teaching expertise." These items reflect the

Table 26

Pearson Correlation Coefficients between Scores on Overall Satisfaction and Satisfaction with Individual Items

Item	r	Prob.
Qualities of the School		
1. The reputation of the school	0.22	0.02
2. Institutional location of the school (university, college, hospital)	0.34	0.00
3. Type of program (diploma baccalaureate, certificate)	0.24	0.01
4. School philosophy	0.30	0.00
5. Curriculum of the program	0.13	0.11
6. Student entrance requirements	0.15	0.08
7. Competency of colleagues	0.19	0.04
The Work Itself		
8. Intellectual challenge in the work	0.30	0.00
9. Opportunity to work in subject or content area of choice	0.39	0.00
10. Opportunities to keep clinical knowledge and skills up to date	0.28	0.00
11. Nature of teaching load and assignments	0.16	0.07

Table 26 (continued)

Item	r	Prob.
12. Opportunities to develop teaching expertise	0.39	0.00
13. Opportunities to engage in research	0.31	0.00
14. Opportunities to exchange knowledge with colleagues	0.32	0.00
15. Feedback from students	0.14	0.10
16. Opportunities for promotion	0.27	0.00
Working Conditions		
17. Physical surroundings at work (office space, classrooms)	0.12	0.12
18. Class size	0.09	0.20
19. Course preparation time	0.25	0.01
20. Resource facilities: library A.V. aids	0.06	0.29
21. Secretarial and clerical services	0.05	0.33
22. Clinical facilities available for student learning experiences	0.12	0.13
23. Flexibility of working hours within schedule	0.34	0.00

Table 26 (continued)

Item	r	Prob.
Compensation and Benefits		
24. Procedures for establishing compensation and benefits: collective bargaining, mutual agreement, etc.	0.23	0.01
25. Scheduling of working hours during the school year: vacation, days off, shift	0.37	0.00
26. Fringe benefits: pension, health care, etc.	0.25	0.01
27. Salary	0.11	0.15
28. Job security	0.10	0.18
29. Policies for permanent employment	0.16	0.74
30. Opportunities for professional and personal growth	0.34	0.00
Administration, Leadership, Communication		
31. Opportunities to discuss my work-related concerns with administrators	0.30	0.00
32. Administrative regulations and mechanisms which govern school policy	0.31	0.00
33. Supervision and evaluation of faculty members	0.22	0.02
34. Leadership style of administrators (dean, director, chairman)	0.38	0.00

Table 26 (continued)

Item	r	Prob.
35. Ability of dean (director or chairman) to provide educational leadership	0.39	0.00
36. Equity in faculty workload	0.10	0.18
37. Extent to which I am kept informed about decisions and events that affect my work	0.32	0.00
Autonomy and Influence		
38. Opportunity to plan and organize my own work responsibilities	0.30	0.00
39. Freedom to choose my own instructional methods	0.35	0.00
40. Participation in school policy decision making	0.35	0.00
41. Opportunities for involvement in committee work	0.17	0.06
42. The extent to which my opinions are valued by school leadership	0.34	0.00
43. Degree to which I have the professional respect of faculty colleagues	0.11	0.15
44. Being told what is expected of me in my position	0.14	0.10

Table 26 (continued)

Item	r	Prob.
Achievement, Status, Recognition		
45. Recognition of my work by superiors	0.39	0.00
46. The feeling that my work is important	0.39	0.00
47. Status of my occupation	0.18	0.04
48. Respect of professionals in related occupations (doctors, occupational therapists, psychologists, clinical nurses, etc.)	0.04	0.35
49. Respect of students	0.17	0.05
Social-Personal Factors		
50. Relationships with administrative superiors	0.27	0.00
51. Relationships with students	0.21	0.02
52. Relationships with patients (clients)	0.19	0.04
53. Relationships with colleagues	0.20	0.03
54. Association with professionals in other fields	0.14	0.10
55. Effect of job on personal life	0.23	0.00
56. The community in which my work is located	0.14	0.09
57. Social opportunities and contacts at work	0.23	0.01

possibilities for achievement, self-fulfillment, recognition, and growth in the role of the nurse educator.

Correlation coefficients between 0.38 and 0.35 were obtained for "Leadership style of the administrator" (0.38), "Scheduling of working hours during the school year" (0.37), "Freedom to choose my own instructional methods" (0.35), and "Participation in school policy decision making" (0.35).

Coefficients indicating the strength of the relationship between overall satisfaction and items germane to interpersonal relations were somewhat lower. For example, "Relationships with students" obtained a correlation coefficient of 0.21, "Relationships with colleagues" was 0.20, and "Relationships with patients," 0.19. The coefficient between "Relationships with administrative superiors" and overall job satisfaction was 0.27.

Stepwise Multiple Regresssion Analysis. A stepwise multiple regression analysis using the questionnaire items as predictor variables and overall job satisfaction as the criterion variable is reported in Table 27. The table includes those variables or items which account for 72.8% of the variation in overall job satisfaction.

This procedure is used to isolate a subset of available predictors that will yield an optimal prediction equation with as few terms as possible. This is described by Nie et al., (1975:345) in the following:

> The variable that explains the greatest amount of variance in the dependent variable will enter first; the variable that explains the greatest amount of variance in conjunction with the first will enter second, and so on. In other words, the variable that explains the greatest amount of variance unexplained by the variables already in the equation enters the equation at each step.

A reading of Table 27 indicates that "The feeling that my work is important" accounted for 15.7% of the variance in overall job

Table 27

Stepwise Multiple Regression Analysis Using Questionnaire Items as Predictor Variables for Overall Job Satisfaction

Criterion (Dependent) Variable	Predictor (Independent) Variables (in order of entry into regression analysis)	Increase in Prediction		% of Variance	
		f ratio	Prob.	Individual	Cumulative
Overall Job Satisfaction	1. The feeling that my work is important	10.81	0.00	15.7	15.7
	2. Participation in school policy decision making	9.16	0.00	8.6	24.3
	3. Respect of professionals in related occupations	7.76	0.00	5.1	29.4
	4. Opportunity to work in subject or content area of choice	7.48	0.00	5.8	35.2
	5. Relationships with patients (clients)	7.17	0.00	4.7	39.9
	6. Curriculum of program	6.75	0.00	3.4	43.3
	7. Reputation of school	6.62	0.00	3.8	47.1
	8. Scheduling of working hours during the school year	6.32	0.00	2.6	49.8
	9. Opportunities for involvement in committee work	6.02	0.00	2.2	52.0
	10. Being told what is expected of me in my position	5.74	0.00	2.0	54.0
	11. Recognition of work by superiors	5.52	0.00	2.0	56.0
	12. Fringe benefits: pension, health care, etc.	5.33	0.00	1.7	57.7
	13. Resource facilities: library, A.V. aids, etc.	5.01	0.00	0.9	58.6

Table 27 (continued)

Criterion (Dependent) Variable	Predictor (Independent) Variables (in order of entry into regression analysis)	Increase in Prediction		% of Variance	
		f	Prob.	Individual	Cumulative
Overall Job Satisfaction	14. Opportunities to develop teaching expertise	4.76	0.00	1.1	59.7
	15. Opportunities to exchange knowledge with colleagues	4.76	0.00	2.2	61.9
	16. Physical surroundings at work	4.59	0.00	1.1	63.0
	17. Extent to which I am kept informed	4.39	0.00	1.0	64.0
	18. Competency of colleagues	4.16	0.00	0.6	64.6
	19. Opportunites for promotion	3.95	0.00	0.6	65.2
	20. Flexibility of working hours within schedule	3.79	0.00	0.8	66.0
	21. Job security	3.63	0.00	0.7	66.7
	22. Policies for permanent employment	3.54	0.00	1.1	67.8
	23. Leadership style of administrators	3.39	0.00	0.6	68.4
	24. Nature of teaching load and assignments	3.24	0.00	0.6	69.0
	25. School philosophy	3.09	0.00	0.5	69.5
	26. Opportunities to engage in research	2.97	0.00	0.6	70.1
	27. Ability of dean (director, chairman) to provide educational leadership	2.92	0.00	1.0	71.1
	28. Course preparation time	2.80	0.00	0.6	71.7
	29. Relationship with students	2.71	0.00	0.6	72.3
	30. Salary	2.59	0.00	0.5	72.8

satisfaction among Alberta nurse educators in the study. The first variable plus "Participation in school policy decision making" which itself accounted for 8.6% of the variation, together accounted for 24.3% of the variance in overall job satisfaction. Each variable entering the equation had an individual contribution to the variance which was added to the percentage accumulated by the variables entered before it. The order of inclusion is determined by the respective contribution of each variable to the explained variance in overall job satisfaction to that point in the equation. "Relationships with students" entered in step 29, one variable before "Salary" in the order. Thirty variables out of 57 accounted for 72.8% of the variation in the criterion variable.

Discussion. An examination of the correlation coefficients between the items and overall job satisfaction and the multiple regression analysis indicates that although the best predictors for overall job satisfaction fall into the categories of achievement, status, influence, and the work itself, some relationships and working conditions are also fairly high predictors. Opportunities for involvement in decision making and committee work are related to recognition of the nurse educator's abilities to share in administrative tasks. Relationships with clients and the work schedule are often considered an integral aspect of the work itself.

FACTOR ANALYSIS

Factor analyis is a statistical method used to create concepts rather than merely "employing them or checking their fit to new data" (Cattel, 1966:174). The aim is to arrive at a reduced number of abstract variables to explain or represent observed interrelationships among many experimental variables. The method relies on the structural indicators in the data itself rather than upon an arbitrarily selected criterion variable or group of variables.

According to Cattel (1966:175) factor analysis has advantages where the number of variables to be examined is large, where there is little agreement about major concepts, and where there is reason to believe that complex interactions exist. As all of these conditions exist in a study on job satisfaction, this analytic method was chosen to discover if the observable data could be reduced to a few identifiable underlying dimensions which could be used to explain the phenomena under study.

Nurse educator responses to the 57 items on the "Importance" and "Level of Satisfaction" scales were subjected to analysis by the SPSS subprogram FACTOR (PA2) with an orthogonal rotation. This analysis used an iteration procedure to improve estimates of communality and arrive at inferred factors extracted from the original unreduced correlation matrix (Nie et al., 1975:480).

For both the "Importance" and "Level of Satisfaction" scales, 16 factors were produced. The number of factors was determined by the generally accepted Kaiser criterion of deleting factors whose Eigenvalues were less than 1.0 (Nie et al., 1975:493). According to Cattel (1966:207) extensive experience with the Kaiser test convinces him that "it cuts off too soon when variables are few ($n < 20$), and too late when there are many ($n > 50$)." Sixteen factors, some of which contained only one variable with a factor loading equal to or greater than 0.4 was an impractical and cumbersome solution which likely contained error as well as real factors. Error factors are defined by Cattel (1966:201) as those which do not repeat themselves in any two studies, whereas real factors can be replicated.

Cattell's (1966:206-207) scree test was therefore employed to estimate the number of non-trivial factors which could be extracted from the data. Figures 1 and 2 demonstrate the application of this test to the 16 factor solution provided by the Kaiser criterion. The scree test identified error factors which may be due to random small influences and errors of measurement. These factors which fall along a straight line at the end of a curvilinear line can be discarded. Cattell (1966:206) refers to them as "small factor debris".

An eight factor solution was then attempted for both sets of data. The results are reported in the following narrative.

Importance Scale: Group A

Sub-Problem Statement 3.3. "What factors are perceived by nurse educators to be important to job satisfaction?"

Factor loadings equal to or greater than 0.40 were considered significant following the criterion suggested by Child (1970:45-46, in Jefferson, 1979:54). The results of the analysis are presented in Appendix C. Eight factors were extracted and identified. The number of variables loading at or above 0.40 on each factor and the range of loadings were as follows:

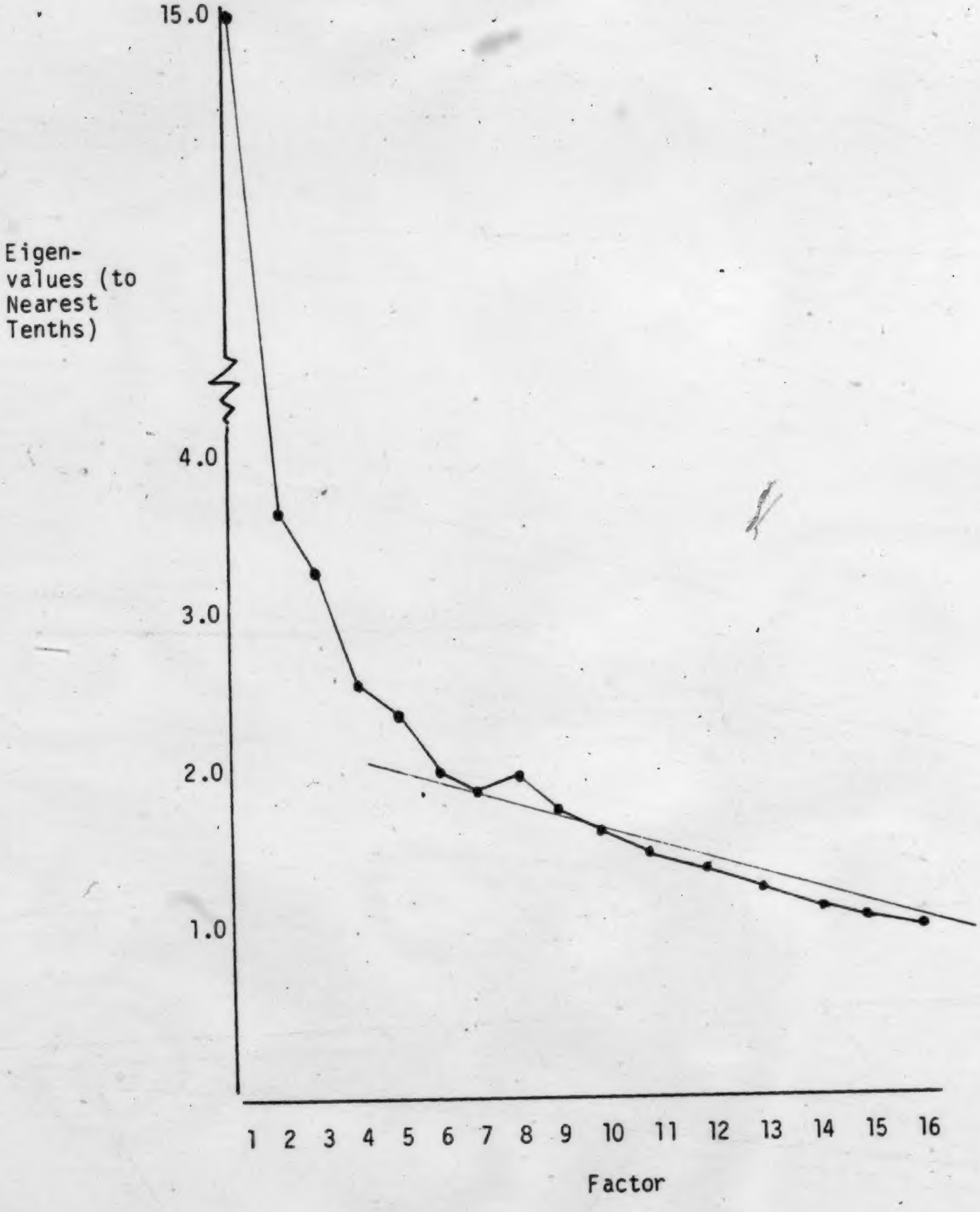

Figure 1: Cattell's Scree Test Applied to Factor Solution for Importance: Phase 1

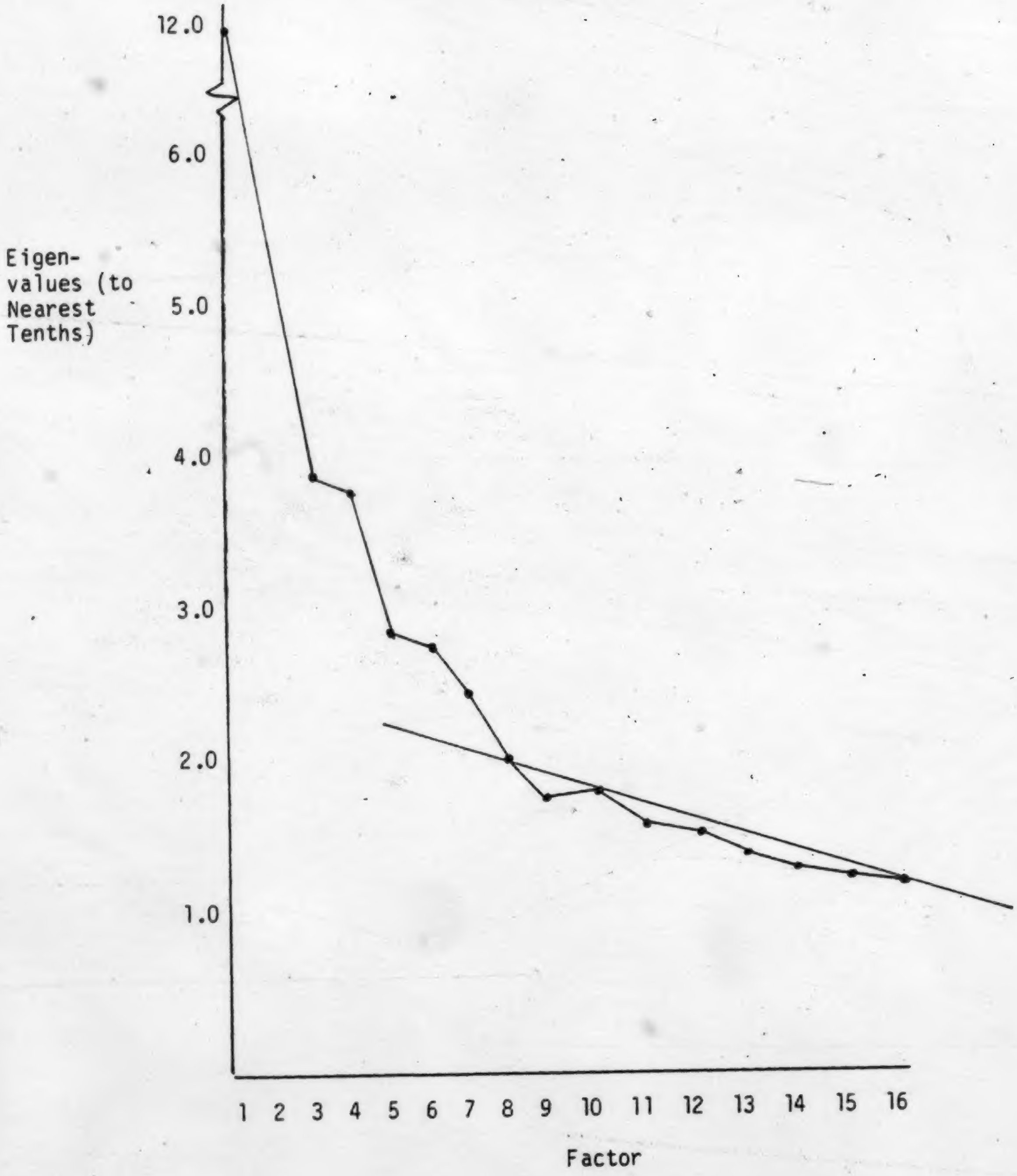

Figure 2: Cattell's Scree Test Applied to Factor Solution for Level of Satisfaction: Phase 1

	N	Range
1. Compensation and benefits	12	0.40 to 0.72
2. School climate	9	0.42 to 0.69
3. Policy and administration	11	0.40 to 0.64
4. Professional growth and development	6	0.43 to 0.64
5. Interpersonal relations	4	0.48 to 0.81
6. Career development	5	0.40 to 0.76
7. Autonomy	6	0.41 to 0.66
8. Resources	3	0.48 to 0.80

Items loading at or above 0.40 on more than one factor were:

6. Student entrance requirements (1,3);
19. Course preparation time (1,8);
26. Fringe benefits (1,7);
29. Policies for permanent employment (1,2);
36. Equity in faculty workload (1,3);
37. Extent to which I am kept informed about decisions and events that affect my work (2,3); and
38. Opportunity to plan and organize my own work responsibilities (4,7);

Items loading on none of the factors at or above 0.40 were:

7. Competency of colleagues;
9. Opportunity to work in subject or content area of choice;
15. Feedback from students;
17. Physical surroundings;
23. Flexibility of working hours within schedule;
44. Being told what is expected of me in my position;
45. Recognition of my work by superiors;

55. Effect of job on personal life; and,

56. The community in which my work is located.

The first factor isolated, "Compensation and benefits", contributes 26.5% of the total variance to the analyzed data. All other factors together contribute only 31.3% and range in individual variance from 3.4% to 6.5%. Taken together the eight factors account for 57.8% of the total variance in the data.

Level of Satisfaction Scale: Group B

Sub-Problem Statement 3.4. "What factors are perceived by nurse educators to contribute to satisfaction in their current jobs?

The same criterion described previously for selecting significant variables was used to identify those loading on each factor. The results are presented in Appendix C.

Eight factors were extracted but the last contained only two apparently unrelated variables with loading factors equal to or greater than 0.40, and for this reason was deleted following the Kaiser criterion referred to in Nie et al., (1975:485) for discarding trivial, uninterpretable factors. The sixth factor was also difficult to interpret because it contained variables with no obvious communality. However, it was not discarded because it contained high loadings for two variables not included in any other factor and relevant to working with students, an element of the role of the nurse educator which had been given high priority by respondents in the level of satisfaction ratings discussed in Chapter 5.

The seven factors retained, and the numbers of variables loading at or above 0.40 with the range of loadings were as follows:

	N	Range
1. School climate	14	0.40 to 0.80
2. Policy and administration	10	0.45 to 0.74
3. Compensation and benefits	8	0.45 to 0.78
4. Professional growth and development	5	0.41 to 0.72
5. Career development	10	0.41 to 0.71
6. (Unnamed)	5	0.41 to 0.66
7. Autonomy	5	0.43 to 0.79

Items loading at or above 0.40 on more than one factor were:

9. Opportunity to work in content of subject area of choice (2,4);
19. Course preparation time (2,4);
23. Flexibility of working hours within schedule (3,5);
35. Ability of dean (director, chairman) to provide educational leadership (1,5);
37. Extent to which I am kept informed about decisions and events that affect my work (1,5);
38. Opportunity to plan and organize my own work responsibilities (1,7);
39. Freedom to choose my own instructional methods (1,7);
40. Participation in school policy decision making (1,2); and,
46. The feeling that my work is important (1,4,6).

Items which loaded on none of the factors at or above 0.40 were:

3. Type of program;
8. Intellectual challenge in the work;
17. Physical surroundings at work;

18. Class size;
22. Clinical facilities available for student learning experiences;
47. Status of my occupation;
48. Respect of professionals in related occupations;
52. Relationships with patients (clients);
54. Association with professionals in other fields; and
56. The community in which my work is located.

The first factor identified, "School climate," accounted for 21% of the total variance in the data observed. The other six variables accounted for 9.3% to 4.7% of the variation individually and 36.3% together. The seven factors accounted for 57.3% of the total variance in the data in the "Level of Satisfaction" scale.

Discussion

It is notable that although eight and seven factors respectively were generated from the "Importance" and "Level of Satisfaction" scales, the first factor isolated in each case carried most of the percentage variance for the data being analyzed. According to Cattell (1966:258) this is a limitation inherent in orthogonal rotation which prevents the spreading of the variance more evenly because the factors are unrelated or uncorrelated. In fact, most aspects of human behavior are related to some extent so that orthogonal rotation is somewhat arbitrary and artificial.

Notwithstanding this reservation, most of the factors identified could be expected from the literature and the previous analyses of the data in the study. However, "Career development" as a factor separate from "Professional growth and development" is an interesting occurrence. The factor included variables such as "Institutional location of the school", "Type of program", "Opportunity to engage in research", and "Opportunity for promotion" in both analyses. Alberta nurse educators appear to be concerned about their careers in the atmosphere surrounding advocacy of degree preparation for professional nursing practice, and the associated educational changes which must come about to accommodate this proposal. The inclusion of "Opportunities to do research" in this factor indicates a tendency towards more academic values in career development.

FACETS SELECTED IN FREE RESPONSES

Respondents in each group were asked to volunteer opinions about the work facets which they personally felt were most and least important to job satisfaction as nurse educators, and those contributing most to satisfaction and dissatisfaction in their current jobs.

Responses from each group were sorted and classified. The results are presented below with appropriate quotations from the participants to illustrate the findings.

Facets Most Important to Job Satisfaction: Group A

Sub-Problem Statement 3.5. "What facets of the job are personally selected in free responses by nurse educators as being most important to their job satisfaction as nurse educators?"

Eighty-nine respondents in Group A completed this part of the questionnaire. The facets chosen, the frequency and percentage distribution are listed below:

	N	%
Working with students	23	26
Challenge and professional growth	17	19
Autonomy	15	17
Work of choice	9	11
School leadership	7	8
Time/Workload	6	7
Recognition from superiors	3	3
Relationships with peers	3	3
Work flexibility	3	3
Participation in school policy decision making	1	1
Worthwhile work	1	1
Influence in clinical area	1	1
Total	89	100

"Working with students," "Challenge and professional growth," and "Autonomy" were freely chosen by 59% of the respondents as the facets most important to their job satisfaction. Comments of the nurse educators provided below illustrate these opinions.

Working with students. A hospital nurse educator valued interaction between herself and her students:

> "The response of the students to my teaching, feedback, etc., determines my satisfaction as a nurse educator. This relates to their written work as well as their attitudinal responses."

In some instances working with students was linked to a feeling of having performed worthwhile work. A hospital nurse educator stated:

> "knowing that I have imparted something that is functional and applicable to the student's nursing career [is most important]."

Challenge and professional growth. A college nurse educator revealed her enthusiasm for her work in the following:

> "Nursing education is dynamic. There is constant involvement in any aspect of the process - thus giving the opportunity for continued professional and personal growth."

A university nurse educator expressed her central job-related need:

> "I have to be stimulated and challenged in whatever I do for the job to motivate me and hold my interest. This is one of the most important factors that 'brings' me to my job every day."

Autonomy. A college nurse educator linked autonomy with flexibility of time, and opportunities for creativity:

> "The opportunity that's provided to set one's own standards, and flexibility of time that allows diversified and creative teaching."

A nurse educator employed by a university stated that the most important facet of her job satisfaction was the "Opportunity to do things I wish to do."

Facets Least Important to Job Satisfaction: Group A

Sub-Problem Statement 3.6. "What facets of the job are personally selected in free responses by nurse educators as being least important to their job satisfaction as nurse educators?"

Sixty-one Group A nurse educators gave opinions in this part of the questionnaire. The facets selected as least important, their frequency and percentage distribution were as follows:

	N	%
Social contacts	15	25
Compensation and benefits	14	23
Setting and physical facilities	12	20
Participation in school policy decision making	4	7
Status of my occupation	4	7
Opportunities for promotion	4	7
Reputation of the school	2	3
Misc. single facets	6	10
Total	61	100

"Social contacts", "Compensation and benefits," and "Setting and physical facilities" were chosen by 68% of the respondents as least important to their satisfaction as nurse educators. Comments were very straightforward and therefore do not enhance understanding of the facets listed.

Facets Contributing Most to Overall Satisfaction in Present Jobs: Group B

Sub-Problem Statement 3.7. "Which facets of the job are personally selected in free responses by nurse educators as contributing most to their overall satisfaction with their present jobs?"

Ninety Group B nurse educators responded to this part of the questionnaire. The facets selected, frequency and distribution appear below:

	N	%
Working with students	33	37
Autonomy	18	20
Challenge and professional growth	10	11
Work flexibility	10	11
Relationships with colleagues and patients	8	9
Worthwhile work	4	4
Work of choice	2	2
Pay	2	2
Misc. single facets	3	4
Total	90	100

"Working with students," "Autonomy," "Challenge and professional growth" and "Work flexibility" were selected by 79% of the Group B nurse educators as most satisfying in the context of their present jobs. These opinions are illustrated by comments quoted below.

Working with students. A hospital nurse educator associated work with students with stimulation on the job and a sense of purpose:

> "Working with students....Their interest, idealism, quest for knowledge is stimulating as well as highly satisfying if one is contributing to a goal."

Another response was typical of the satisfaction expressed by many:

> "Seeing students learn, increase in competence in the clinical area and grow personally and professionally [is most satisfying]."

Autonomy. A university nurse educator described what was most satisfying to her:

> "Freedom to develop my teaching material, style...without interference from others."

A nurse educator working in a hospital school stated that the most satisfying aspect of her work was:

> "The opportunity to plan, organize, and implement my own work responsibilities within the framework of the institution."

Challenge and professional growth. Respondents referred to opportunities for self-actualization, the challenge of a particular program, the opportunity to use their education and skills, or the stimulation of an ever-changing environment in the classroom or clinical area.

Flexibility. Some of the respondents volunteering this facet as most satisfying in the job context refer to the flexibility of time which allows them to accommodate family responsibilities:

> "Sessional employment allows me to keep up to date in my profession, continue to work with students, hospital staffs, and patients, yet not neglect or "farm out' my own growing family."

This respondent also provided insight into the other facts of the work which she found satisfying, namely "Challenge and professional growth," "Work with students" and "Relationships with patients and colleagues."

Facets Contributing Most to Overall Dissatisfaction in Present Jobs: Group B

Sub-Problem Statement 3.8. "Which facets of the job are personally selected in free responses by nurse educators as contributing most to their overall dissatisfaction with their present jobs?"

Eight-eight Group B respondents recorded opinions relevant to this question. Facets selected as contributing most to dissatisfaction, their frequency, and percentage distribution are listed below:

	N	%
Lack of time/heavy workload	27	31
Lack of effective school leadership	16	18
Job insecurity	8	9

Lack of challenge and opportunities for professional growth	7	8
Service-education conflict	6	7
Poor communication	5	6
Physical environment	4	4
Lack of job description	3	3
Isolation from colleagues and other professionals	3	3
Lack of feedback and recognition from superiors	2	2
Committee work	2	2
Miscellaneous single facets	5	7
Total	88	100

Facets contributing to job dissatisfaction were more numerous and diverse than those chosen as facet of satisfaction. Only one satisfier "Challenge and professional growth" acted as a dissatisfier as well. "Lack of time/heavy workload," "Lack of effective school leadership," and "Job insecurity" were cited by 58% of the respondents as most dissatisfying in the context of the jobs held. The comments below contribute to an understanding of these opinions.

Lack of time/heavy workload. The following comment from a college nurse educator typified the responses which focused on the lack of time to perform a heavy workload which also interfered with family life:

> "Time pressure [contributes most to my dissatisfaction]. To do the job well would consume all my time and I must have some time available for my family".

Others found that lack of time and the pressure of workload interfered with their professional growth:

> "The lack of time available to maintain my clinical skills contribute most to my dissatisfaction. I operate well at or just above the level of the student I teach and that is not good enough."

A university nurse educator commented that there was not enough time to meet the expectations of the institution:

> "High expectations for teaching and publications and research... Something has to suffer or not get done."

A college nurse educator dissatisfied with remuneration focused on the extra time demanded by her workload:

> "...extra time spent trying to do a good job...helping weak students, committee meetings, in-service programs, etc. I know these things are important but after awhile it becomes financially impossible to be as involved as I would like. I can do volunteer work from my home."

Lack of effective school leadership. Respondents focused on the inability of administrators to make decisions, provide skilled leadership, and show consideration towards their staff members. One nurse educator comments:

> "Some people with whom I work cannot make decisions and/or follow through on their responsibilities. This leads to organization by committee with no one responsible, and a 'middle of the road', rather neutral position which lacks excitement."

Another was most dissatisfied with "persons in leadership positions who are incapable."

Job insecurity. Nurse educators who chose this facet as most dissatisfying either disliked the policies for permanent employment, desired full-time work, or resented the irregular nature of sessional employment.

Discussion

The facets which the majority of nurse educators in both groups chose as most important and most satisfying in the content of their present jobs were the same; namely "Working with students," "Challenge and professional growth," and "Autonomy." These facets relate to the doing of the job and provide the individual with a feeling of professional achievement and development. In short, they are intrinsic to the job itself.

The three facets selected as least important by a majority of the respondents in Group A were associated with conditions surrounding the job, or extrinsic to the job itself.

However, a third of the nurse educators in Group B were very dissatisfied with the demanding workload they were expected to accomplish in limited time. It seems that generally, nurse educators find the work itself challenging, stimulating, and satisfying, but the amount of work they are expected to perform, overwhelming. Eight percent of the respondents in Group B referred to ineffective school leadership as the source of dissatisfaction for them. Perhaps these facets are related in that the unrealistic expectations of administrators, and their limitations can result in extra workload for members of faculty.

SUMMARY

Group A and Group B respondents recorded a mean score on overall job satisfaction which indicated that generally, they were little more than "Somewhat satisfied" in their current jobs. The *t* test and one-way analysis of variance with the Scheffe procedured revealed that, on the whole, nurse educators with one year of experience in their present jobs were more satisfied than colleagues with five years or more experience; sessional employees were more satisfied than nurse educators employed on a permanent basis; and college nurse educators were more satisfied in their present jobs than nurse educators employed by hospital schools of nursing.

Two analytic methods were used to examine the relationship between individual items and overall job satisfaction: Pearson product-moment correlations and a stepwise multiple regression analysis. The highest correlation coefficients (0.39) were obtained for "The feeling that my work is important," "Ability of dean (director, chairman) to provide educational leadership," "Recognition of my work by superiors," "Opportunity to work in subject or content area of choice," and "Opportunity to develop teaching expertise." These items reflected the possibilities for achievement, recognition, self-fulfillment, and growth in the role of the nurse educator.

The stepwise multiple regression analysis indicated that "The feeling my work is important" and "Participation in school policy·decision making," the first two predictor variables entering the equation, together accounted for 24.3% of the variation in overall job satisfaction, the criterion variable. Thirty predictor variables accounted for 72.87% of the total variation in overall job satisfaction.

A varimax factor solution for the 57 variables on both the "Importance" Group A, and "Level of Satisfaction" Group B scales produced eight "Importance" factors and seven "Satisfaction" factors. Factors on both scales were Compensation and benefits, School Climate, Policy and administration, Professional growth and development, Career development and Autonomy. Interpersonal relations and Resources appeared as factors in "Importance", while an unnamed factor in the "Satisfaction" scale contained variables relevant to working with students.

The volunteered opinions of a majority of nurse educators about the facets which they believed were most important to job satisfaction and those they found most satisfying in the context of their present jobs were the same, namely, "Working with students," "Challenge and professional growth," and "Autonomy." Those which a majority cited as being the source of most dissatisfaction were "Lack of time/heavy workload," "Lack of effective school leadership," and "Job insecurity."

CHAPTER 7

CONCLUSIONS AND IMPLICATIONS

This study examined a very complex phenomenon, job satisfaction among nurse educators in the 11 schools of nursing in Alberta. In so doing it focused on specific characteristics of the job and the relationship between these and certain personal, professional, and organizational variables. A considerable amount of data were obtained and analyzed. Generally, the volunteered responses to the open-ended questions supported and illustrated the quantified data.

This chapter contains a summary of the study, including a restatement of the problems, a review of the research methodology and of the major findings related to the questions under study. Specific findings which have application to the literature, and personal observations and opinions are highlighted in the discussion and in the implications of the study.

SUMMARY

Restatement of the Problems

The study was designed to discover the following:

1. Nurse educators' perceptions of the items which are most important to job satisfaction,

2. Nurse educators' current levels of satisfaction with the items under consideration, and

3. Nurse educators' levels of overall job satisfaction.

The major problems were each divided into a number of sub-problems, some of which focused on the extent to which differences in nurse educator ratings in importance, levels of satisfaction, and overall job satisfaction were associated with personal, professional and organizational variables. Other sub-problems related to factor analyses of responses, to the relationship between items and overall satisfaction, and classification of volunteered responses to open-ended questions.

Research Methodology

As two separate aspects of the work situation of nurse educators were being examined, two separate questionnaire forms were developed. Form A investigated the "Importance" of 57 various job characteristics to the overall job satisfaction of nurse educators, while Form B asked respondents to rate their current "Level of Satisfaction" with the same items in the context of their present jobs.

Questionnaires were randomly distributed to nurse educators currently employed in Alberta schools of nursing with an equal number receiving either Form A or Form B. A total of 258 questionnaires were distributed, and 180, or 69.8% were returned.

Programs in the Statistical Package for the Social Sciences were used for analyses of data to provide frequency distributions, means, correlation coefficients, _t_ tests, analyses of variance, multiple regression analysis, and factor analyses.

In addition, chi-square analysis of the two sample groups completing either Form A or Form B, namely Group A and Group B, were performed to determine if significant differences existed between the groups on the basis of ten personal, professional, and organizational variables. No significant differences existed so it was concluded that the two sample groups were not independent and were assigned randomly from the same population.

Review of the Findings

The findings are summarized according to the major problems.

Problem 1. "What items are perceived by nurse educators to be most important to job satisfaction?"

The five items ranked highest in importance by nurse educators were "The feeling that my work is important," "Opportunities for professional and personal growth," "Opportunity to plan and organize my own work responsibilities," "Freedom to choose my own instructional methods," and "The extent to which I am kept informed about decisions and events that affect my work."

"Social opportunities and contacts at work," "Opportunities to engage in research," "The community in which my work is located," "Institutional location of the school," and "Type of program" were generally least important to the job satisfaction of Alberta nurse educators.

Only two of the 57 questionnaire items were considered to be of little or no importance to job satisfaction. They were: "Social opportunities and contacts at work," and "Opportunities to engage in research." Thirty-two items were rated "High" or "Very High" in importance, while 25 items were of "Some importance" to Alberta nurse educators generally.

Demographic variables in which significant differences appeared most frequently among mean scores for importance of items were: highest level of education, type of institution, age, and experience of the nurse educator both in teaching and in nursing.

More importance was given to items related to the type of program in which they taught by nurse educators with graduate education, and to autonomy by those employed by universities. Interpersonal relationships, direction and supervision from superiors, and the effect of their jobs on their personal lives were of more concern to nurse educators under 35 years of age and those with one year or less experience in teaching.

Nurse educators with an RN or a Baccalaureate degree, and those working in hospitals valued opportunities to maintain clinical knowledge and skills, gave more importance to teaching load and scheduling, and being told what was expected of them than colleagues with graduate level education, or working in the university setting.

Nurse educators with four years or less nursing experience other than in teaching had higher scores for the importance of the school's reputation, participation in school policy decision making, the extent to which their opinions were valued by school leadership, professional respect of faculty colleagues, and relationships with colleagues than nurse educators with five years or more experience in nursing.

Problem 2. "How do nurse educators rate their current level of satisfaction with the items under consideration?"

The five items with which nurse educators were most satisfied were: "Relationship with students," "Freedom to choose my own instructional methods," "Relationships with colleagues," "Opportunities to plan and organize my own work responsibilities," and "Respect of students."

Items ranking lowest in satisfaction levels were "Opportunities to engage in research," "Supervision and evaluation of faculty members," "Course preparation time," "Opportunities for promotion," and "Ability of dean (director, chairman) to provide educational leadership."

Significant differences were most frequently detected among the mean ratings for the levels of satisfaction recorded by nurse educators on the basis of the type of institution, number of years in present position, type of present employment, full or part-time employment, age, and amount of teaching experience.

Nurse educators employed by hospitals were generally less satisfied than colleagues in colleges with numerous items relating to working conditions, policy, administration, leadership, opportunities for promotion, and recognition. In most cases university nurse educators were less satisfied than hospital and college nurse educators with relationships with colleagues.

Employees with one year in their present jobs were generally more satisfied with leadership, supervision, communication, intellectual challenge, opportunities to exchange knowledge with colleagues, the reputation of the school, the competency of colleagues, and fringe benefits than were nurse educators with more experience in their present jobs.

Both sessional and part-time employees were generally more satisfied with a wide variety of items relating to working conditions and school leadership than their colleagues who were employed on a permanent or full-time basis. Among these items were "Recognition of my work by superiors," "Leadership style of administrators," "Ability of the dean (director, chairman) to provide educational leadership," and "Opportunities to keep clinical knowledge and skills up to date."

Nurse educators over 35 years of age were generally more satisfied with several items reflecting working conditions than were nurse educators 34 years of age or younger. However, as mean scores for administrative regulations, opportunities for research, supervision, and promotion were quite low for both groups, it is more accurate to say that the older group were less dissatisfied with these items than the younger nurse educators.

The Spearman rank-order correlation coefficient for the "Importance" and "Level of Satisfaction" scales was 0.31 indicating that little relationship existed between the rankings even though nurse educators were satisfied with some items they ranked high in importance, namely items reflecting the opportunity to work independently, and relationships with students and colleagues.

Problem 3. "How do nurse educators rate their overall levels of satisfaction with the jobs they now hold?"

Alberta nurse educators recorded a score on overall job satisfaction which indicated that they were little more than "Somewhat satisfied" in their current jobs.

When demographic variables were examined for significant differences among groups of nurse educators on mean scores for overall satisfaction, it was discovered that, on the whole, nurse educators with one year in their present positions were more satisfied than those with five years or more in their current jobs; sessional employees recorded more overall satisfaction than permanent employees; and college nurse educators were more satisfied with their current jobs than nurse educators working in hospital schools.

Pearson product-moment correlations were calculated to examine the relationship between individual items and overall job satisfaction. The highest correlation coefficients (0.39) were obtained for "The feeling my work is important," "Ability of dean (director, chairman) to provide educational leadership," "Recognition of my work by superiors," "Opportunity to work in subject or content area of choice," and "Opportunity to develop teaching expertise."

A stepwise multiple regression analysis showed that "The feeling that my work is important," and "Participation in school policy decision making," the first two predictor variables entering the equation, together accounted for 24.3% of the variation in overall job satisfaction.

Factor analysis of both "Importance" and "Level of Satisfaction" scales produced eight Importance factors, and seven Satisfaction factors. The factors which appeared in both analyses were Compensation and Benefits, School climate, Policy and administration, Professional growth and development, Career development, and Autonomy. Interpersonal relations and Resources were "Importance" factors, while an unnamed "Satisfaction" factor contained items relevant to working with students.

Nurse educators volunteered their opinions about the facets which they believed to be most and least important to job satisfaction as nurse educators, and those which in their opinions contributed most to job satisfaction and dissatisfaction. The facets which were named most important by 59% of the respondents, and most satisfying by 79% were the same. They were "Working with students," "Challenge and professional growth," and "Autonomy." "Social contacts," "Compensation and benefits," and "Setting and physical facilities" were chosen by 68% of the nurse educators as being least important.

Facets named as contributing most to job dissatisfaction were more diverse. One satisfier "Challenge and professional growth" acted as a dissatisfier as well. "Lack of time and a heavy workload," "Lack of effective school leadership," and "Job insecurity" were volunteered by 58% of the respondents as contributing most to dissatisfaction in their current jobs.

DISCUSSION

The items ranked highest in importance to Alberta nurse educators were intrinsic to the job itself. These specific job characteristics of worthwhile work, growth opportunities, autonomy, and responsibility were cited by Hackman and Lawler (1971) as necessary for the motivation of employees with higher order needs.

The value of autonomy in job satisfaction was also supported by research among nurses (Stamps et al., 1978) and nurse educators (Grandjean et al., 1976). As could be expected from the theory and research on job satisfaction (Herzberg et al., 1959; Maslow, 1970; Marriner and Craigie, 1977) the items ranking lowest in importance were extrinsic to the job itself.

The most consistent finding was that relationships with students and colleagues were a source of much satisfaction to Alberta nurse educators in their current jobs. Working with students was linked to feelings of worthwhile achievement, challenge, and stimulation by many respondents in their volunteered comments. In studies by Rice (1978), Wickstrom (1973), Holdaway (1978) and Stember et al. (1978) interpersonal relationships were also shown to contribute significantly to job satisfaction. As relationships with students are at the core of the teacher's role, it would be difficult to imagine a nurse educator who could be satisfied in her work without finding her contacts with students rewarding and enriching.

For the most part, Alberta nurse educators appeared very satisfied with opportunities to work independently and be responsible for their own activities, items which they ranked high in importance. This was an area which Grandjean et al. (1976), and Marriner and Craigie (1977) found less than satisfying in the faculties of nursing which they studied.

The items with which nurse educators were least satisfied were extrinsic to the job itself. Much is expected of nurse educators in modifying curricula and preparing courses at the same time as they are heavily involved in teaching and supervising students. Although some of the heavy workload of the nurse educator may be self-generated by her own desire for excellence and clinical expertise, there is rarely sufficient funding to allow for the assignment of specific faculty members to school projects which are necessary for the health of the institution. The result may be that faculty members become exhausted by the heavy workload, and discouraged by the extra time required to complete a task on a part-time basis. This may be one of the major reasons for staff resignation or transfers. Supervision and evaluation has been examined in a previous Alberta study (Cadman, 1977) and found similarly unsatisfactory to nurse educators.

For the most part, Alberta nurse educators expressed dissatisfaction with opportunities to engage in research at the same time as they gave this item little to some importance to job satisfaction. Similar findings were reported by Seyfried et al. (1976) and Grandjean et al. (1976) in their research with university nurse educators in the United States. This finding should be interpreted cautiously. It may reflect the fact that very few nurse educators have had an opportunity, because of limited education skills and institutional resources, to experience the intellectual or emotional rewards attendant upon successful involvement in research activity.

Generally, Alberta nurse educators did not rate the importance of opportunities for promotion very highly, but they also recorded a low level of satisfaction with this item. There are few opportunities for an Alberta nurse educator to improve her status or benefits especially in hospital schools. Even a change in work description or responsibility does not often bring a change in salary, benefits, or privileges. In each school of nursing there are usually two administrative positions, although section chairmen and committee chairmen accept some administrative functions. Opportunities for research or consultative activity, a source of additional variety and challenge in the work of educators in other professional fields, are not as readily available to nurse educators. However, the findings of this study suggest that opportunities for professional and personal growth are highly important to job satisfaction. Professional associations and governments employ a few nurse educators but those desiring more challenge and opportunity often leave the field. One of the factors generated in the factor analyses, career development, supports the view that nurse educators are becoming somewhat concerned about their careers in the uncertain climate surrounding the need for program change and advanced preparation for the nurse educator.

Nursing education in Alberta, despite official professional policy, appears to be in a confused state at present, neither fully committed to baccalaureate professional preparation, nor accepting the continuance of diploma level education for nurses. Furthermore, advanced administrative preparation has not been readily available to nurse educators. Funds for study leave have not been forthcoming, and specific courses have not yet been developed in Alberta universities. Frequently, administrators in schools of nursing have not been well prepared for the leadership roles necessary in the uncertain conditions which now prevail in nursing education. As the educational level of faculty members increases, the pressure upon administrators to provide the impetus for dynamic educational innovation also increases. Some dissatisfaction with educational leadership is therefore understandable.

The differences in "Importance" and "Level of Satisfaction" for items associated with personal, professional, and organizational variables have been summarized. It is notable that nurse educators with graduate education, and those employed by universities tended to value the academic ideals with which a university education is identified. Furthermore, nurse educators with less clinical nursing experience tended to value collegial ideals. This may give rise to conflict between the nurse educators and the administrations of institutions in which the clinical practice of students takes place. In fact, a few nurse educators commented that this conflict was a source of dissatisfaction to them in their present jobs.

Both sessional and part-time nurse educators had significantly higher mean scores for satisfaction on many items than their colleagues employed on a permanent or full-time basis. These findings suggest that sessional workers do not experience as much pressure in their jobs as permanent employees because the expectations of the employer and employee are in better balance. Sessional employees also have an opportunity to escape some of the heavy workload of permanent and full-time employees engaged in committee work, curriculum revision and program planning.

Women often choose part-time employment as a way of supplementing family income, broadening their experience, and maintaining marketable skills pursuant to later resumption of full-time careers when family responsibilities are lessened. Part-time nurse educators were more satisfied with many items which illustrate the challenge and stimulation desired by female part-time workers.

Nurse educators 35 years of age and older were more satisfied than their younger colleagues with many items. Perhaps age itself has a mellowing effect and older workers become less critical or more resigned to the status quo. In addition, other factors in their personal lives may lessen the need for fulfillment through work.

Employees in new jobs have a wider zone of acceptance about decisions made for them by administrators. This may explain their higher levels of satisfaction with items touching on leadership, supervision and communication. The challenge and excitement generated by a new position may also result in suspended judgment of the institution and the work environment. Expectations change and the job becomes less stimulating as time passes.

Hospital nurse educators recorded a low level of satisfaction with a wide variety of items relevant to working conditions, policy, administration, leadership and opportunities for recognition and advancement. The dissatisfaction recorded in items such as "Leadership style of administrators," "Ability of the director to provide educational leadership," "Opportunities for promotion," "Course preparation time," and "Supervision and evaluation of faculty members" indicates that considerable discontent exists among faculty members in hospital schools. It appears that workload, pressure to conform to educational rather than service ideals in a bureaucratic setting, and uncertainty about the future of hosptial schools may be taking a heavy toll among nurse educators in this setting.

When the data were examined for significant differences between classifications of nurse educators in overall job satisfaction, it was not surprising that sessional nurse educators, nurse educators employed for one year, and college nurse educators were generally more satisified than colleagues employed full-time, for five years or more, or in hospital schools because there were a large number of significant differences detected between these groups on individual items.

The best predictor of overall job satisfaction, "The feeling that my work is important" was most important to job satisfaction on the "Importance" scale, shared the highest correlation coefficient with leadership, recognition, work of choice, and opportunity to develop teaching expertise, and was mentioned frequently in free responses in conjunction with working with students as an important and satisfying facet in the work of the nurse educator. As an item it is the result of attitudes generated in the nurse educator by her response to many other intrinsic or extrinsic characteristics of the job. For example, feedback from students, patients, colleagues, and supervisors, and her own sense of competence and autonomy all result in the feeling that the nurse educator is accomplishing important work.

IMPLICATIONS

Although Alberta nurse educators reported that on the whole they were only "Somewhat satisfied" with their jobs, their comments and the statistical data suggest that many aspects of their work, especially the opportunities to work autonomously and work with students, were stimulating, challenging, and rewarding. However, sources of dissatisfaction existed in the leadership, supervision, and administration of schools of nursing employing nurse educators.

1. Nursing, a female profession. As long as nursing is a predominantly female profession and women are expected by society to accept the larger share of responsibility for home maintenance and child care, the younger nurse educators will show concern for accommodating their domestic duties within the imperatives of a career. It is necessary for the vitality of the profession that this fact not be ignored in planning work responsibilities and educational opportunities. The creation of sessional and part-time positions in schools of nursing is advantageous to the employee and the employer when it makes economical use of the expertise of the dual-career nurse educator. The development of evening and summer courses for nurse educators is also desirable.

2. Induction and appraisal processes. This study highlights the importance of adequate induction processes for new staff as well as an ongoing system of appraisal for faculty members. The nurse educator in a new position is eager to accept the challenges of her role. It would seem wise to capitalize on this openness by providing support through a well-planned orientation to the institution, the position, and the personnel of the school.

A feeling that the work being accomplished is worthwhile and appreciated may be fostered through specific feedback on the performance of the nurse educator. A formative evaluation program based on the school's philosophy and policies would contribute to recognition and self appraisal for the staff member. It could also be instrumental in assisting the individual to diagnose her own needs for professional growth, and in developing her capacity to behave autonomously in her work roles.

3. Opportunities for growth. Opportunities for promotion are not readily available in many schools of nursing. Therefore, an expansion of the variety and scope of activities should be considered to provide challenge and stimulation for the individual. These should not be added to an already full work load, but time and funds should be made available to relieve staff members during educational activities, during committee work, and during research activities.

4. Hospital schools. Generally, nurse educators in hospital schools appear to be dissatisfied with a signficant number of working conditions in their institutions. The administrations of these schools may wish to study their own situations to determine the sources of satis-

faction and dissatisfaction, and take the required action to improve working conditions for their employees. If staff turnover is high, or if many nurse educators have become psychologically separated from their work, the cost in quality instruction and continuity will be high.

5. Programs. The uncertainty about the future of hospital schools and the movement away from diploma level education for nurses causes strain on nurse educators teaching in these programs. Whether consciously or not, hospital and college nurse educators may be regarded by others, and even by themselves as second class nurse educators but for different reasons. The hospital nurse educator may be associated with educational deficiency because her program is based in a service institution, while college nurse educators may be regarded as clinically under-prepared because their programs are usually shorter with less clinical practice. An unambiguous position about the future direction of professional nursing education, and concrete, phased plans to implement the resulting policy from the profession, the government, and nurse educators in administrative positions would go a long way to counteract the uncertainty and professional insecurity experienced by many Alberta nurse educators.

Pressure on nurse educators to obtain graduate education when resources and programs are available to so few is an additional strain.

6. Workload. Heavy workload and lack of preparation time are sources of dissatisfaction to many Alberta nurse educators. A study of workloads could be undertaken in individual institutions, and methods developed to rationalize them. Where necessary, expert consultation

should be employed to assist faculty members in activities which are beyond their educational scope.

7. Staff retention. The studies reviewed in Chapter 1 indicate that some relationship exists between dissatisfaction and movement away from jobs. This study which focused on nurse educators currently employed, found that on the average, Alberta nurse educators are only "Somewhat satisfied" in their current jobs. Unless the satisfaction level is raised it seems reasonable to expect that turnover in some institutions will be higher than is desirable to maintain organizational stability. Presumably, very dissatisfied employees would no longer be working as nurse educators. A study of nurse educators who had resigned may determine why they left their jobs, and what employment, if any, they had accepted in its place.

8. Preparation of administrators. Specific recommendations could be made about communication, decision making and leadership, but as these are encompassed in the rubric of "administration", a study of the educational needs of administrators in schools of nursing would provide a more rational basis for remedial action to improve their administrative skills and knowledge.

This study has attempted to identify those characteristics of the work which are associated with job satisfaction among Alberta nurse educators. A more complete examination of job satisfaction would necessitate exploration of the characteristics of individuals and the network of supportive relationships both on and off the job. Nevertheless, this study can be a useful starting point from which discussion among practicing nurse educators and administrators can begin.

POST-SCRIPT

This study has several limitations which must be considered in evaluating the findings. Firstly, the findings should be applied only to nurse educators in Alberta, and not to other nurse educator populations. Secondly, the questionnaire methodology imposes limitations upon the expression of ideas by the respondents. Finally, while the methodology ensured content and face validity, it is acknowledged that predictive and concurrent validity, each requiring empirical estimates, were not addressed.

Despite these limitations, there are numerous implications for those who have an interest in job satisfaction among nurse educators in Alberta, and the use of the study in prompting further exploration of the subject is to be encouraged.

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APPENDIX A

INSTRUMENTS USED IN DATA COLLECTION

QUAECUMQUE VERA
THE UNIVERSITY OF ALBERTA

Department of Educational Administration
EDMONTON, ALBERTA, CANADA T6G 2G5 TELEPHONE 432-5241

May 15, 1980

To: Directors, Deans and Chairpersons
of Schools of Nursing

Dear

As you will recall from our telephone conversation I am a nurse educator enrolled in the Masters Program in Educational Administration at the University of Alberta in Edmonton. The topic I have chosen for my research is "Job Satisfaction Among Nurse Educators in Alberta." Information about the purposes and methods of the study is enclosed.

Under separate cover I am sending copies of my questionnaire for members of your faculty to complete and return to me within two weeks using an enclosed, addressed and stamped envelope. The estimated time for completion is twenty minutes. Your assistance in distributing these questionnaires is most appreciated. A high return rate is necessary because of the limited number of nurse educators in Alberta.

Please note that complete anonymity of persons and institutions is assured in this study. The responses of all individuals will be consolidated for purposes of analysis.

Should you have any questions please call me at the University of Alberta (432-4913) or you may contact my advisor, Dr. Brian Caldwell at 432-2734.

When my study is completed I will send you a summary of my findings.

Thank you again for your help and advice.

Yours sincerely

Louise Davis

"Job Satisfaction Among Nurse Educators in Alberta"

An Overview of a Study by Louise Davis

The major purpose of this study is to identify the factors which are associated with satisfaction levels among nurse educators employed in schools of nursing in Alberta. Answers will be sought to the following specific problems:

1. What factors are perceived by nurse educators to be most important to job satisfaction?
2. How do nurse educators rate their current level of satisfaction with the factors under consideration?

The study involves the completion of a questionnaire by as many as possible of the nurse educators employed in the three types of Alberta schools of nursing at the time of the study. This includes those who work full or part-time, are sessional or permanent employees, and who teach in diploma, baccalaureate, post-diploma certificate, or masters programs in nursing. Directors of hospital schools, chairpersons of nursing departments in colleges, and deans of university faculties are excluded from the study.

Complete anonymity of persons and institutions is assured because the responses of all individuals will be consolidated for analysis.

Because of the length, and because there are two separate questions under study, two forms of the questionnaire have been developed. An equal number of "Form A" and "Form B" questionnaires will be distributed randomly in each school of nursing. Each respondent will complete either "Form A" or "Form B."

The fifty-seven dimensions to be measured in the questionnaire have been generated from the literature, from colleagues presently employed as nurse educators, from experts in nursing education such as directors, chairpersons, and deans of schools of nursing, and from a pilot study conducted among nurse educators who are not currently employed.

It is hoped that an analysis of the data will aid administrators in the recruitment and retention of qualified staff in schools of nursing. It will also interest nurse educators who may wish to check their understandings of the work situation against those of their peers and colleagues. Finally, it will yield useful insights into the field of job satisfaction itself.

The Consortium of Nurse Educators has agreed to assist me in conducting my survey, and I am grateful to their members for their help and advice about distribution of questionnaires.

Louise Davis
Department of Educational Administration
University of Alberta, Edmonton
May 15, 1980

May 15, 1980

To Nurse Educators in Alberta Schools of Nursing

The enclosed questionnaire is part of a study designed to identify those factors associated with job satisfaction levels among nurse educators employed in schools of nursing in Alberta.

Your assistance in completing the questionnaire and returning it within two weeks using the stamped, addressed envelope would be greatly appreciated. The estimated time for completion is twenty minutes.

A high return rate is essential to the validity of my study because of the limited number of nurse educators in Alberta.

Please note that complete anonymity of persons and institutions is assured. The responses of all individuals will be consolidated for purposes of analysis. A summary of my findings will be forwarded to each institution.

Thank you very much for your help at this busy time of the year.

Yours sincerely

Louise Davis

Louise Davis

QUESTIONNAIRE

JOB SATISFACTION AMONG NURSE EDUCATORS IN ALBERTA

FORM A: IMPORTANCE

A Study by Louise Davis

Department of Educational Administration
University of Alberta, Edmonton

May, 1980

JOB SATISFACTION AMONG NURSE EDUCATORS IN ALBERTA

SECTION A

For office use

1	2	3

ID

Please provide information concerning yourself and your school of nursing by checking thus ☑ the appropriate category.

1. Highest level of education: 4

   1. R.N. Diploma ☐
   2. R.N. plus post basic diploma or certificate in nursing. ☐
      Please specify ______________________
      ____
   3. Baccalaureate Degree ☐
      Please specify ______________________
      ____
   4. Masters Degree ☐
      Please specify ______________________
      ____
   5. Ph.D. ☐
      Please specify ______________________
      ____
   6. Other ☐
      Please specify ______________________
      ____

2. Total amount of teaching experience in nursing education: (Count present year as a complete year.) 5

   1. 1 year ☐
   2. 2 to 5 years ☐
   3. 6 to 9 years ☐
   4. Over 9 years ☐

3. Total amount of nursing experience other than in teaching: 6

   1. 1 year or less ☐
   2. 2 to 4 years ☐
   3. 5 to 7 years ☐
   4. 8 to 10 years ☐
   5. Over 10 years ☐

4. Number of years in present position: 7
   (Count present year as a complete year.)

   1. 1 year ☐
   2. 2 to 4 years ☐
   3. 5 to 7 years ☐
   4. 8 to 10 years ☐
   5. Over 10 years ☐

5. Type of present employment: 8

   1. Sessional ☐
   2. Permanent ☐
   3. Yearly contract ☐
   4. Joint appointment with a clinical agency ☐
   5. Other ☐

   Please specify ________________________

   ____

6. Full-time or part-time employment: 9

   1. Full-time ☐
   2. Part-time ☐

7. Areas of major responsibility: (Please indicate the one response which most closely describes your situation.) 10

   1. Classroom instruction ☐
   2. Clinical instruction ☐
   3. Combined classroom and clinical instruction ☐
   4. Administrative responsibility ☐
   5. Combined teaching and administrative responsibility ☐
   6. Other ☐

   Please specify ________________________

   ____

8. Type of program in which you now have major responsibility: 11

1. R.N. Diploma ☐
2. Baccalaureate after diploma ☐
3. Generic Baccalaureate ☐
4. Certificate after diploma or degree ☐
5. Masters ☐

9. Number of students in program referred to in 8 above: 12

1. Under 50 ☐
2. 50 to 99 ☐
3. 100 to 149 ☐
4. 150 to 199 ☐
5. 200 to 249 ☐
6. 250 or more ☐

10. Number of full and part-time faculty in the program referred to in 8 above: 13

1. Under 15 ☐
2. 15 to 19 ☐
3. 20 to 29 ☐
4. 30 to 39 ☐
5. 40 to 49 ☐
6. 50 or more ☐

11. Type of institution in which you presently teach: 14

1. Hospital ☐
2. College ☐
3. University ☐

12. Age to your nearest birthday: 15

1. Under 25 ☐
2. 25 to 29 ☐
3. 30 to 34 ☐
4. 35 to 39 ☐
5. 40 to 44 ☐
6. 45 to 49 ☐
7. 50 or over ☐

13. Sex: 16

1. Female ☐
2. Male ☐

SECTION B

Please consider each of the factors listed below and circle the number which most accurately represents the IMPORTANCE of each factor to your personal job satisfaction.

Qualities of the School 17-23

Qualities of the School	No Importance	Little Importance	Some Importance	High Importance	Very High Importance
1. The reputation of the school	1	2	3	4	5
2. Institutional location of the school (university, college, hospital)	1	2	3	4	5
3. Type of programme (diploma, baccalaureate, certificate)	1	2	3	4	5
4. School philosophy	1	2	3	4	5
5. Curriculum of the program	1	2	3	4	5
6. Student entrance requirements	1	2	3	4	5
7. Competency of colleagues	1	2	3	4	5

The Work Itself 24-32

The Work Itself					
8. Intellectual challenge in the work	1	2	3	4	5
9. Opportunity to work in subject or content area of choice	1	2	3	4	5
10. Opportunities to keep clinical knowledge and skills up to date	1	2	3	4	5
11. Nature of teaching load and assignments	1	2	3	4	5
12. Opportunities to develop teaching expertise	1	2	3	4	5
13. Opportunities to engage in research	1	2	3	4	5
14. Opportunities to exchange knowledge with colleagues	1	2	3	4	5
15. Feedback from students	1	2	3	4	5
16. Opportunities for promotion	1	2	3	4	5

Rate the importance of each factor.
Circle the selected number.

Working Conditions 33-39

	No Importance	Little Importance	Some Importance	High Importance	Very High Importance
17. Physical surroundings at work (office space, classrooms)	1	2	3	4	5
18. Class size	1	2	3	4	5
19. Course preparation time	1	2	3	4	5
20. Resource facilities: library, A.V. aides	1	2	3	4	5
21. Secretarial and clerical services	1	2	3	4	5
22. Clinical facilities available for student learning experiences	1	2	3	4	5
23. Flexibility of working hours within schedule	1	2	3	4	5

Compensation and Benefits 40-46

24. Procedures for establishing compensation and benefits: collective bargaining, mutual agreement, etc.	1	2	3	4	5
25. Scheduling of working hours during the school year: vacation, days off, shift	1	2	3	4	5
26. Fringe benefits: pension, health care, etc.	1	2	3	4	5
27. Salary	1	2	3	4	5
28. Job security	1	2	3	4	5
29. Policies for permanent employment	1	2	3	4	5
30. Opportunities for professional and personal growth	1	2	3	4	5

Rate the importance of each factor.
Circle the selected number.

Administration, Leadership, Communication	No Importance	Little Importance	Some Importance	High Importance	Very High Importance
31. Opportunities to discuss my work-related concerns with administrators	1	2	3	4	5
32. Administrative regulations and mechanisms which govern school policy	1	2	3	4	5
33. Supervision and evaluation of faculty members	1	2	3	4	5
34. Leadership style of administrators (dean, director, chairman)	1	2	3	4	5
35. Ability of dean (director or chairman) to provide educational leadership	1	2	3	4	5
36. Equity in faculty workload	1	2	3	4	5
37. Extent to which I am kept informed about decisions and events that affect my work	1	2	3	4	5

47-53

Autonomy and Influence

54-60

38. Opportunity to plan and organize my own work responsibilities	1	2	3	4	5
39. Freedom to choose my own instructional methods	1	2	3	4	5
40. Participation in school policy decision making	1	2	3	4	5
41. Opportunities for involvement in committee work	1	2	3	4	5
42. The extent to which my opinions are valued by school leadership	1	2	3	4	5
43. Degree to which I have the professional respect of faculty colleagues	1	2	3	4	5
44. Being told what is expected of me in my position	1	2	3	4	5

Rate the importance of each factor.
Circle the selected number.

61-65

Achievement, Status, Recognition	No Importance	Little Importance	Some Importance	High Importance	Very High Importance
45. Recognition of my work by superiors	1	2	3	4	5
46. The feeling that my work is important	1	2	3	4	5
47. Status of my occupation	1	2	3	4	5
48. Respect of professionals in related occupations (doctors, occupational therapists, psychologists, clinical nurses, etc.)	1	2	3	4	5
49. Respect of students	1	2	3	4	5

Social-Personal Factors

66-73

50. Relationships with administrative superiors	1	2	3	4	5
51. Relationships with students	1	2	3	4	5
52. Relationships with patients (clients)	1	2	3	4	5
53. Relationships with colleagues	1	2	3	4	5
54. Association with professionals in other fields	1	2	3	4	5
55. Effect of job on personal life	1	2	3	4	5
56. The community in which my work is located	1	2	3	4	5
57. Social opportunities and contacts at work	1	2	3	4	5

SECTION C

1. Generally speaking, how satisfied are you with your present position? 74
   1. Very dissatisfied ☐
   2. Somewhat dissatisfied ☐
   3. Somewhat satisfied ☐
   4. Very satisfied ☐

2. What ONE factor do you think is MOST important to your job satisfaction as a nurse educator?

3. What ONE factor do you think is LEAST important to your job satisfaction as a nurse educator?

4. If you have other comments, please make them in this space.

Thank you very much for taking the time to respond to this questionnaire.

QUESTIONNAIRE

JOB SATISFACTION AMONG NURSE EDUCATORS IN ALBERTA

FORM B: LEVEL OF SATISFACTION

A Study by Louise Davis

Department of Educational Administration
University of Alberta, Edmonton

May, 1980

JOB SATISFACTION AMONG NURSE EDUCATORS IN ALBERTA

SECTION A

For office use

1	2	3

ID

Please provide information concerning yourself and your school of nursing by checking thus ☑ the appropriate category.

1. Highest level of education: 4

   1. R.N. Diploma ☐
   2. R.N. plus post basic diploma or certificate in nursing. ☐
      Please specify ______________________
      ____
   3. Baccalaureate Degree ☐
      Please specify ______________________
      ____
   4. Masters Degree ☐
      Please specify ______________________
      ____
   5. Ph.D. ☐
      Please specify ______________________
      ____
   6. Other ☐
      Please specify ______________________
      ____

2. Total amount of teaching experience in nursing education: (Count present year as a complete year.) 5

   1. 1 year ☐
   2. 2 to 5 years ☐
   3. 6 to 9 years ☐
   4. Over 9 years ☐

3. Total amount of nursing experience other than in teaching: 6

1. 1 year or less ☐
2. 2 to 4 years ☐
3. 5 to 7 years ☐
4. 8 to 10 years ☐
5. Over 10 years ☐

4. Number of years in present position: 7
(Count present year as a complete year.)

1. 1 year ☐
2. 2 to 4 years ☐
3. 5 to 7 years ☐
4. 8 to 10 years ☐
5. Over 10 years ☐

5. Type of present employment: 8

1. Sessional ☐
2. Permanent ☐
3. Yearly contract ☐
4. Joint appointment with a clinical agency ☐
5. Other ☐

Please specify ____________________

____

6. Full-time or part-time employment: 9

1. Full-time ☐
2. Part-time ☐

7. Areas of major responsibility: (Please indicate the one response which most closely describes your situation.) 10

1. Classroom instruction ☐
2. Clinical instruction ☐
3. Combined classroom and clinical instruction ☐
4. Administrative responsibility ☐
5. Combined teaching and administrative responsibility ☐
6. Other ☐

Please specify ____________________

____

8. Type of program in which you now have major responsibility: 11

   1. R.N. Diploma ☐
   2. Baccalaureate after diploma ☐
   3. Generic Baccalaureate ☐
   4. Certificate after diploma or degree ☐
   5. Masters ☐

9. Number of students in program referred to in 8 above: 12

   1. Under 50 ☐
   2. 50 to 99 ☐
   3. 100 to 149 ☐
   4. 150 to 199 ☐
   5. 200 to 249 ☐
   6. 250 or more ☐

10. Number of full and part-time faculty in the program referred to in 8 above: 13

    1. Under 15 ☐
    2. 15 to 19 ☐
    3. 20 to 29 ☐
    4. 30 to 39 ☐
    5. 40 to 49 ☐
    6. 50 or more ☐

11. Type of institution in which you presently teach: 14

    1. Hospital ☐
    2. College ☐
    3. University ☐

12. Age to your nearest birthday: 15

    1. Under 25 ☐
    2. 25 to 29 ☐
    3. 30 to 34 ☐
    4. 35 to 39 ☐
    5. 40 to 44 ☐
    6. 45 to 49 ☐
    7. 50 or over ☐

13. Sex: 16
    1. Female ☐
    2. Male ☐

SECTION B

Please consider each of the factors listed below and circle the number which most accurately represents your LEVEL OF SATISFACTION with each in the context of the job you are now holding.

Use the Neutral column if you are neither satisfied nor dissatisfied with the factor.

Please use the Not Applicable column if the factor does not exist in your institution or does not apply to you because of the type of employment you have.

17-23

Qualities of the School	Neutral	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	Not Applicable
1. The reputation of the school	0	1	2	3	4	5
2. Institutional location of the school (university, college, hospital)	0	1	2	3	4	5
3. Type of programme (diploma, baccalaureate, certificate)	0	1	2	3	4	5
4. School philosophy	0	1	2	3	4	5
5. Curriculum of the program	0	1	2	3	4	5
6. Student entrance requirements	0	1	2	3	4	5
7. Competency of colleagues	0	1	2	3	4	5

5

Rate your degree of satisfaction.
Circle the selected number.

The Work Itself		Neutral	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	Not Applicable
8.	Intellectual challenge in the work	0	1	2	3	4	5
9.	Opportunity to work in subject or content area of choice	0	1	2	3	4	5
10.	Opportunities to keep clinical knowledge and skills up to date	0	1	2	3	4	5
11.	Nature of teaching load and assignments	0	1	2	3	4	5
12.	Opportunities to develop teaching expertise	0	1	2	3	4	5
13.	Opportunities to engage in research	0	1	2	3	4	5
14.	Opportunities to exchange knowledge with colleagues	0	1	2	3	4	5
15.	Feedback from students	0	1	2	3	4	5
16.	Opportunities for promotion	0	1	2	3	4	5

24-32

Working Conditions

33-39

17.	Physical surroundings at work (office space, classrooms)	0	1	2	3	4	5
18.	Class size	0	1	2	3	4	5
19.	Course preparation time	0	1	2	3	4	5
20.	Resource facilities: library, A.V. aides	0	1	2	3	4	5
21.	Secretarial and clerical services	0	1	2	3	4	5
22.	Clinical facilities available for student learning experiences	0	1	2	3	4	5
23.	Flexibility of working hours within schedule	0	1	2	3	4	5

Rate your degree of satisfaction.
Circle the selected number.

Compensation and Benefits	Neutral	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	Not Applicable
24. Procedures for establishing compensation and benefits: collective bargaining, mutual agreement, etc.	0	1	2	3	4	5
25. Scheduling of working hours during the school year: vacation, days off, shift	0	1	2	3	4	5
26. Fringe benefits: pension, health care, etc.	0	1	2	3	4	5
27. Salary	0	1	2	3	4	5
28. Job security	0	1	2	3	4	5
29. Policies for permanent employment	0	1	2	3	4	5
30. Opportunities for professional and personal growth	0	1	2	3	4	5

40-46

Administration, Leadership, Communication

47-53

31. Opportunities to discuss my work-related concerns with administrators	0	1	2	3	4	5
32. Administrative regulations and mechanisms which govern school policy	0	1	2	3	4	5
33. Supervision and evaluation of faculty members	0	1	2	3	4	5
34. Leadership style of administrators (dean, director, chairman)	0	1	2	3	4	5
35. Ability of dean (director or chairman) to provide educational leadership	0	1	2	3	4	5
36. Equity in faculty workload	0	1	2	3	4	5
37. Extent to which I am kept informed about decisions and events that affect my work	0	1	2	3	4	5

Rate your degree of satisfaction.
Circle the selected number.

Autonomy and Influence 54-60

Autonomy and Influence	Neutral	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	Not Applicable
38. Opportunity to plan and organize my own work responsibilities	0	1	2	3	4	5
39. Freedom to choose my own instructional methods	0	1	2	3	4	5
40. Participation in school policy decision making	0	1	2	3	4	5
41. Opportunities for involvement in committee work	0	1	2	3	4	5
42. The extent to which my opinions are valued by school leadership	0	1	2	3	4	5
43. Degree to which I have the professional respect of faculty colleagues	0	1	2	3	4	5
44. Being told what is expected of me in my position	0	1	2	3	4	5

Achievement, Status, Recognition 61-65

45. Recognition of my work by superiors	0	1	2	3	4	5
46. The feeling that my work is important	0	1	2	3	4	5
47. Status of my occupation	0	1	2	3	4	5
48. Respect of professionals in related occupations (doctors, occupational therapists, psychologists, clinical nurses, etc.)	0	1	2	3	4	5
49. Respect of students	0	1	2	3	4	5

Rate your degree of satisfaction.
Circle the selected number.

Social-Personal Factors	Neutral	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	Not Applicable
50. Relationships with administrative superiors	0	1	2	3	4	5
51. Relationships with students	0	1	2	3	4	[✓ 5]
52. Relationships with patients (clients)	0	1	2	3	4	5
53. Relationships with colleagues	0	1	2	3	4	5
54. Association with professionals in other fields	0	1	2	3	4	5
55. Effect of job on personal life	0	1	2	3	4	5
56. The community in which my work is located	0	1	2	3	4	5
57. Social opportunities and contacts at work	0	1	2	3	4	5

SECTION C

1. Generally speaking, how satisfied are you with your present position? 74

   1. Very dissatisfied ☐
   2. Somewhat dissatisfied ☐ ✓
   3. Somewhat satisfied ☐
   4. Very satisfied ☐

2. What ONE factor contributes MOST to your overall satisfaction with your job?

3. What ONE factor contributes MOST to your overall dissatisfaction with your job?

4. If you have other comments, please make them in this space.

Thank you very much for taking the time to respond to this questionnaire.

June 2, 1980

Dear Colleague:

On May 21, 1980, I requested that you complete a questionnaire on "Job Satisfaction Among Nurse Educators in Alberta." To date completed returns have been received from a substantial proportion of nurse educators.

It is hoped that an analysis of the data will aid administrators in the recruitment and retention of qualified staff in schools of nursing. It will also interest nurse educators who may wish to check their understandings of the work situation against those of their peers and colleagues. Finally, it will yield useful insights into the field of job satisfaction itself.

Financial support is being provided for this study by the Alberta Association of Registered Nurses.

If you have already returned your completed questionnaire, please accept my thanks for your cooperation in assisting me with my thesis study.

If you have not yet completed or returned it, would you please do so as soon as possible. A high return rate is essential to the validity of my study.

Yours sincerely

Louise Davis

Louise Davis, RN, BScN
Graduate Student
Department of Educational Administration

APPENDIX B

CHI SQUARE COMPARISONS OF GROUP A AND GROUP B SAMPLES

Table 28

Comparison of Group A and Group B Sample Characteristics by Highest Level of Education

Group	RN diploma RN plus diploma or certificate f	%	Baccalaureate Degree f	%	Master's Degree f	%	Ph. D. f	%
Group A[1] n = 87	8	9	62	71	15	17	2	3
Group B[2] n = 91	7	8	72	79	10	11	2	2

Chi square 1.72392 with 3 degrees of freedom. Significance = 0.6316

[1] The Group A sample refers to those respondents completing the "Importance" questionnaire (Form A).

[2] The Group B sample refers to those respondents completing the "Level of Satisfaction" questionnaire (Form B).

Table 29

Comparison of Group A and Group B Sample Characteristics by Amount of Teaching Experience in Nursing Education

Group	1 year		2 to 5 years		6 to 9 years		Over 9 years	
	f	%	f	%	f	%	f	%
Group A[1] n = 87	10	12	34	39	20	23	23	26
Group B[2] n = 91	14	15	37	41	23	25	17	19

Chi square 1.81376 with 3 degrees of freedom. Significance = 0.6119

[1] The Group A sample refers to those respondents completing the "Importance" questionnaire (Form A).

[2] The Group B sample refers to those respondents completing the "Level of Satisfaction" questionnaire (Form B).

Table 30

Comparison of Group A and Group B Sample Characteristics by Amount of Nursing Experience Other Than in Teaching

Group	4 years or less f	4 years or less %	5 years or more f	5 years or more %
Group A[1] n = 89	39	44	50	56
Group B[2] n = 90	52	58	38	42

Chi square 2.95192 with 1 degree of freedom. Significance = 0.0858

[1] The Group A sample refers to those respondents completing the "Importance" questionnaire (Form A).

[2] The Group B sample refers to those respondents completing the "Level of Satisfaction" questionnaire (Form B).

Table 31

Comparison of Group A and Group B Sample Characteristics by Number of Years in Present Position

Group		1 year		2 to 4 years		5 years or more	
		f	%	f	%	f	%
Group A[1]	n = 89	21	24	44	49	24	27
Group B[2]	n = 91	30	33	37	41	24	26

Chi square 2.17122 with 2 degrees of freedom. Significance = 0.3377

[1] The Group A sample refers to those respondents completing the "Importance" questionnaire (Form A).

[2] The Group B sample refers to those respondents completing the "Level of Satisfaction" questionnaire (Form B).

Table 32

Comparison of Group A and Group B Sample Characteristics by Type of Present Employment

Group	Sessional, Yearly Contract and Other f	Sessional, Yearly Contract and Other %	Permanent f	Permanent %
Group A[1] n = 89	27	30	62	70
Group B[2] n = 91	34	37	57	63

Chi square 0.70248 with 1 degree of freedom. Significance = 0.4020

[1] The Group A sample refers to those respondents completing the "Importance" questionnaire (Form A).

[2] The Group B sample refers to those respondents completing the "Level of Satisfaction" questionnaire (Form B).

Table 33

Comparison of Group A and Group B Sample Characteristics by Full or Part-Time Employment

Group	Full-Time Employment		Part-time Employment	
	f	%	f	%
Group A[1] n = 89	70	79	19	21
Group B[2] n = 91	71	78	20	22

Chi square 0.0 with 1 degree of freedom. Significance = 1.0000

[1] The Group A sample refers to those respondents completing the "Importance" questionnaire (Form A).

[2] The Group B sample refers to those respondents completing the "Level of Satisfaction" questionnaire (Form B).

Table 34

Comparison of Group A and Group B Sample Characteristics by Areas of Major Responsibility

Group	Classroom and/or Clinical Responsibility f	Classroom and/or Clinical Responsibility %	Administration and Administration with Teaching Responsibility f	Administration and Administration with Teaching Responsibility %
Group A[1] n = 89	73	82	16	18
Group B[2] n = 91	78	86	13	14

Chi square 0.2217 with 1 degree of freedom. Significance = 0.6378

[1] The Group A sample refers to those respondents completing the "Importance" questionnaire (Form A).

[2] The Group B sample refers to those respondents completing the "Level of Satisfaction" questionnaire (Form B).

Table 35

Comparison of Group A and Group B Sample Characteristics by Types of Program

Group	RN diploma, certificate or continuing education		Baccalaureate		Masters	
	f	%	f	%	f	%
Group A[1] n = 89	79	89	10	11	0	
Group B[2] n = 91	77	85	11	12	3	3

Chi square 3.05141 with 2 degrees of freedom. Significance = 0.2175

[1] The Group A sample refers to those respondents completing the "Importance" questionnaire (Form A).

[2] The Group B sample refers to those respondents completing the "Level of Satisfaction" questionnaire (Form B).

Table 36

Comparison of Group A and Group B Sample Characteristics by Type of Institution

Group	Hospital f	Hospital %	College f	College %	University f	University %
Group A[1] n = 89	47	53	28	31	14	16
Group B[2] n = 91	48	53	31	34	12	13

Chi square 0.29473 with 2 degrees of freedom. Significance = 0.8630

[1] The Group A sample refers to those respondents completing the "Importance" questionnaire (Form A).

[2] The Group B sample refers to those respondents completing the "Level of Satisfaction" questionnaire (Form B).

Table 37

Comparison of Group A and Group B Sample Characteristics by Age

Group	34 years and under		36 years and over	
	f	%	f	%
Group A[1] n = 89	42	47	47	53
Group B[2] n = 91	45	49	46	51

Chi square 0.02376 with 1 degree of freedom. Significance = 0.8775

[1] The Group A sample refers to those respondents completing the "Importance" questionnaire (Form A).

[2] The Group B sample refers to those respondents completing the "Level of Satisfaction" questionnaire (Form B).

APPENDIX C

FACTOR ANALYSIS

Table 38

Varimax Factor Solution for 57 Importance Items Using Eight Factors

Item No.	Factors and Factor Loadings (÷ 100) 1	2	3	4	5	6	7	8	Communality (÷ 100)
1	16	02	61	04	03	08	-00	-08	84
2	20	-02	00	04	-07	59	-05	-01	90
3	14	-07	03	21	23	76	02	-01	90
4	05	33	42	21	31	24	03	16	84
5	24	34	40	15	01	36	07	12	85
6	47	02	43	17	02	16	04	12	85
7	13	25	27	00	04	26	09	17	81
8	02	19	00	60	-01	21	06	13	81
9	33	08	02	12	07	09	04	06	75
10	44	03	14	39	26	-04	04	-09	84
11	41	14	26	12	06	-03	-15	07	81
12	25	18	20	53	25	18	-02	23	83
13	13	05	05	21	33	46	08	16	83
14	09	16	14	21	33	40	28	24	78
15	09	10	17	25	36	23	06	05	82
16	19	19	07	09	01	53	25	10	83
17	39	-06	17	13	05	38	28	03	86
18	40	06	22	09	-04	35	21	28	86
19	40	16	10	02	09	03	-01	75	88
20	14	18	13	15	08	09	02	80	88
21	14	-04	18	19	-07	-07	17	48	86
22	35	-04	60	33	17	01	-05	21	87
23	27	01	14	32	01	21	08	14	86

Table 38 (continued)

Item No.	Factors and Factor Loadings (÷ 100) 1	2	3	4	5	6	7	8	Communality (÷ 100)
24	55	13	22	18	09	13	22	09	85
25	65	01	16	08	17	08	12	19	90
26	62	15	15	24	05	15	41	10	91
27	66	14	24	21	-02	12	08	06	84
28	72	37	11	02	-11	10	05	08	96
29	68	47	02	08	-07	27	06	01	96
30	15	25	01	64	04	07	18	06	93
31	25	19	64	08	01	-07	14	-03	80
32	06	42	27	22	-02	13	24	-06	93
33	16	31	47	03	30	01	28	01	83
34	00	27	63	33	00	29	15	17	92
35	21	15	43	33	16	28	23	22	89
36	56	11	49	02	06	08	09	23	87
37	19	46	49	11	-04	02	00	19	91
38	15	18	08	43	03	15	52	36	93
39	10	16	13	37	03	23	66	18	94
40	03	64	13	13	02	05	10	15	83
41	14	62	01	15	02	05	14	16	84
42	21	69	08	17	12	-04	13	10	89
43	03	62	11	22	25	-02	14	04	91
44	18	38	17	07	11	-14	02	-11	79
45	38	34	34	05	11	08	07	03	80
46	33	30	05	63	05	15	-02	09	84
47	18	21	37	14	11	05	46	-00	84
48	14	21	34	07	27	02	41	-04	90

Table 38 (continued)

	Factors and Factor Loadings (÷ 100)								Communality (÷ 100)
Item No.	1	2	3	4	5	6	7	8	
49	09	06	08	$\boxed{45}$	31	00	20	-14	82
50	18	$\boxed{45}$	21	03	23	35	08	-10	81
51	11	15	05	10	$\boxed{79}$	05	-00	-08	88
52	-08	02	00	02	$\boxed{81}$	-00	21	08	89
53	10	$\boxed{52}$	18	01	$\boxed{63}$	10	-24	14	93
54	10	24	05	14	$\boxed{48}$	30	24	14	86
55	36	05	22	07	39	-12	-05	-03	68
56	23	23	40	16	25	-03	25	11	91
57	20	26	36	09	10	14	$\boxed{47}$	04	86
Eigenvalue	15.1	3.7	3.3	2.6	2.3	2.0	1.9	1.9	
% Individual Variance	26.5	6.5	5.8	4.6	4.1	3.5	3.4	3.4	
% Cumulative Variance	26.5	33	38.7	43.4	47.5	51	54.4	57.8	
No. of Items Included	12	9	11	6	4	5	6	3	
% Common Variance	49.8	11.0	9.7	7.4	6.4	5.3	5.3	5.0	

Table 39

Varimax Factor Solution for 57 Level of Satisfaction Items Using Eight Factors

Item No.	Factors and Factor Loadings (÷ 100) 1	2	3	4	5	6	7	8	Communality (÷ 100)
1	09	53	02	07	01	21	-09	06	47
2	02	21	29	34	44	01	-07	13	55
3	12	37	-27	24	-07	09	15	21	38
4	39	45	03	24	-10	28	16	-16	52
5	-12	74	-14	14	11	-01	08	-01	58
6	04	50	07	-08	-14	12	-05	09	33
7	10	13	00	-07	-18	57	09	-06	49
8	07	21	-08	39	-02	15	10	04	41
9	32	49	-07	41	04	-25	29	12	59
10	-02	-00	-07	62	28	06	09	-13	60
11	-11	08	11	34	-31	09	79	02	56
12	08	00	23	68	13	-01	22	-06	68
13	23	-00	00	21	57	-14	14	03	55
14	25	07	20	72	21	-21	20	-01	68
15	-03	-08	49	34	30	26	-09	07	47
16	37	02	35	08	54	01	02	03	59
17	14	-15	32	22	20	00	-15	38	39
18	-06	27	40	-11	02	04	18	67	37
19	11	-25	-04	03	47	-02	55	06	52
20	-21	11	01	-09	50	24	03	01	35
21	17	13	20	-08	10	48	-11	01	43
22	11	32	04	-02	05	04	12	-17	39
23	02	-12	45	32	43	-29	31	-01	65

Table 39 (continued)

Item No.	Factors and Factor Loadings (÷ 100) 1	2	3	4	5	6	7	8	Communality (÷ 100)
24	30	-11	64	05	06	02	29	16	67
25	33	16	49	19	30	-23	16	09	65
26	13	18	66	01	15	14	10	15	54
27	14	-28	78	-02	02	-09	13	12	67
28	13	12	62	13	10	-06	-16	-31	52
29	05	23	62	03	-02	13	-09	-00	52
30	22	20	30	15	71	04	05	-01	59
31	80	06	14	22	14	06	03	-12	67
32	25	35	26	26	41	21	08	-10	54
33	50	12	15	-33	14	09	-36	29	49
34	69	20	00	18	27	21	08	-40	91
35	59	18	01	17	43	15	12	-27	91
36	18	45	-04	-12	16	38	34	-04	40
37	52	31	-07	12	51	06	-11	-17	69
38	48	10	01	15	06	-09	52	01	63
39	48	20	12	25	13	-06	43	32	63
40	44	68	04	-02	38	-08	-01	02	66
41	37	45	27	-04	37	-05	-15	04	66
42	72	38	08	-10	17	01	-02	13	65
43	40	30	08	13	-01	29	-30	-24	52
44	67	08	16	10	-08	04	02	22	60
45	73	04	17	-12	04	22	19	14	62
46	47	-06	-02	66	02	41	-06	24	51
47	33	28	00	32	-02	20	03	18	51
48	23	07	-25	30	06	22	-04	31	48

Table 39 (continued)

Item No.	Factors and Factor Loadings (÷ 100) 1	2	3	4	5	6	7	8	Communality (÷ 100)
49	05	-05	-19	21	20	$\boxed{66}$	02	02	59
50	$\boxed{70}$	-05	14	23	-02	04	01	-08	67
51	03	19	11	26	15	$\boxed{63}$	-12	14	60
52	-18	07	21	05	16	17	03	15	39
53	-01	$\boxed{49}$	23	12	-19	39	-20	05	49
54	-21	21	04	26	34	22	12	07	39
55	22	04	16	29	20	-08	$\boxed{45}$	-06	57
56	23	35	11	38	-04	22	-28	27	49
57	21	$\boxed{46}$	-04	20	17	-34	-31	06	51
Eigenvalue	12.0	5.3	3.8	3.7	2.8	2.7	2.4	2.0	
% Individual Variance	21	9.3	6.7	6.4	4.9	4.8	4.2	3.5	
% Cumulative Variance	21	30.3	37.0	43.4	48.4	53.1	57.3	60.8	
No. of Items Included	14	10	8	5	10	5	5	2	
% Common Variance	37.0	15.6	10.9	10.2	7.7	7.5	6.2	4.9	